

Instructional Materials Review and Approval (IMRA)

Reading Language Arts Quality Rubric Focus Group

Introduction

Nicholas Keith

Executive Director

High-Quality Instructional Materials

Implementation Supports

Nicholas.Keith@TEA.Texas.gov



Agenda

- Introduction to HB 1605/IMRA Criteria
- Quality Rubric Development and Design
- Focus Group Feedback Process
- Quality Rubric Feedback
- Next Steps

Introduction to HB 1605/ Instructional Materials Review and Approval (IMRA) Criteria

Current SBOE Instructional Materials Review Criteria

Current 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

New SBOE IMRA Criteria (HB 1605)

Instructional Materials Review and Approval (IMRA) Criteria

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New SBOE IMRA Criteria (HB 1605) – Today's Focus

Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage

Materials cover a minimum % of standards as determined by SBOE

Quality Review

Material quality supports student's ability to demonstrate proficiency in the standards.

Also ensures compliance with three-cuing ban.

Suitable & Appropriate*

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

Factual Errors

Materials do not contain factual errors

Physical and Electronic Specifications

Material components meet physical and digital requirements

Parent Portal

Materials included on parent portal that meet transparency requirements

Quality Rubric Development and Design

IMRA Quality Rubrics: Development Timeline

HB 1605

2023

June

July

August

September

October

November

December

Prepare Rubric Frameworks and Drafts

SBOE Feedback

Ext. Content Expert Working Groups

Educators
Focus Groups

Publishers
Focus Groups

ESCs
Focus Groups

Public Comment

Includes alignment with:

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

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

Instructional Materials



+



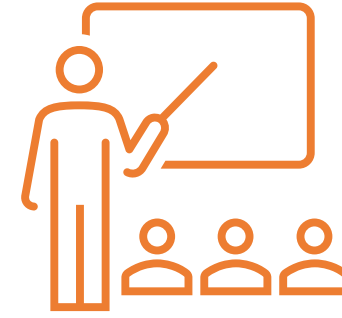
materials
students use to
learn & practice

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



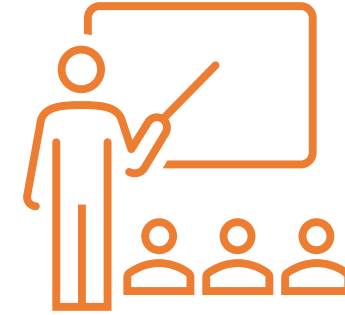
What evidence exists about the best ways to teach each subject

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?



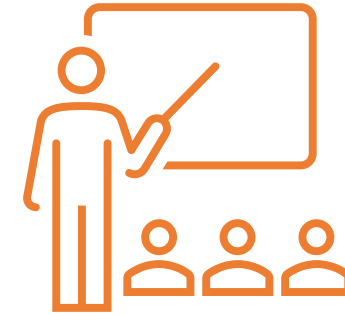
Implementation Quality

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

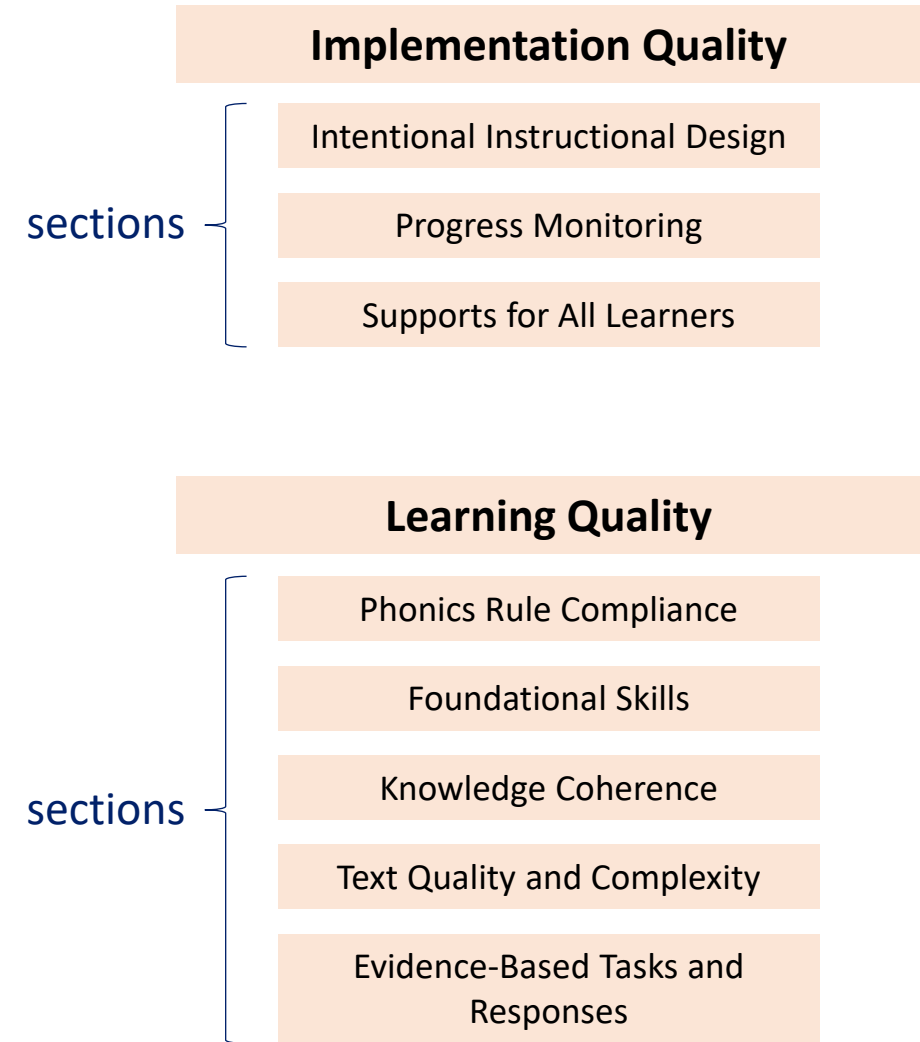
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Implementation Quality

Learning Quality

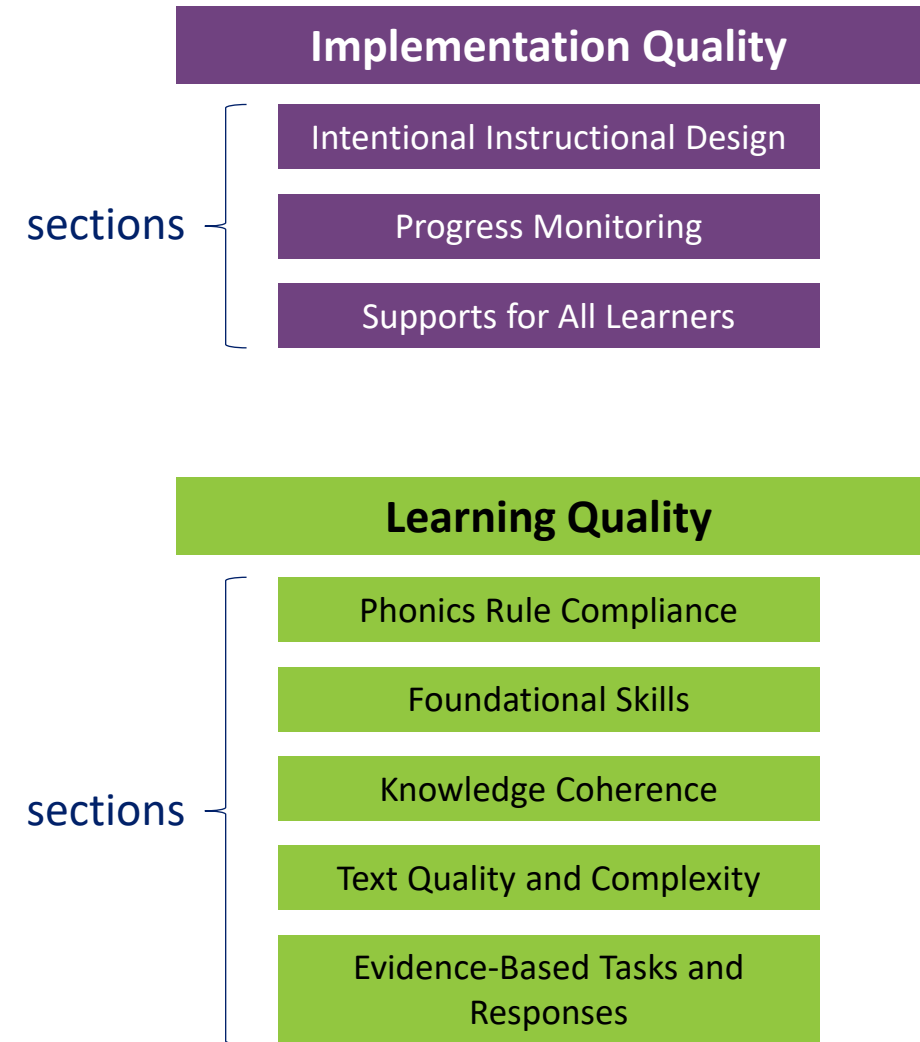
Quality Review Rubrics - Design

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		Learning Quality	
1. Intentional Instructional Design <i>Materials support educators in effective implementation through the intentional course, unit, and lesson-level design.</i>		4. Phonics Rule Compliance <i>Materials comply with state requirements for explicit and systematic phonics instruction.</i>	
1.1 Course Level Design		4.1 Explicit and Systematic Phonics Instruction <i>10 TAC §74.10(b)(1) Explicit and Systematic Phonics Instruction</i>	
1.1a Materials include explicit and systematic phonics instruction for all students.	1.1a Materials include explicit and systematic phonics instruction for all students.	4.1a Materials include explicit and systematic phonics instruction for all students.	4.1a Materials include explicit and systematic phonics instruction for all students.
2. Progress Monitoring <i>Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.</i>		5. Foundational Skills <i>Materials include guidance for explicit and systematic instruction in foundational skills, instructional routines, student practices, and cumulative review.</i>	
2.1 Aligned Instructional Assessments		5.1 Prior Awareness	
2.1a Materials include explicit and systematic phonics instruction for all students.	2.1a Materials include explicit and systematic phonics instruction for all students.	5.1a Materials include explicit and systematic phonics instruction for all students.	5.1a Materials include explicit and systematic phonics instruction for all students.
3. Supports for All Learners <i>Materials support educators reaching all learners through design focused on engagement, representation, and active/inclusion for learner variability.</i>		6. Knowledge Coherence <i>Materials support the development of connected background knowledge and key academic vocabulary within and across grade levels.</i>	
3.1 Differentiation and Scaffolding		6.1 Connected Knowledge Topics	
3.1a Materials include support for targeted instruction and activities for students who have not yet reached proficiency on grade-level skills by providing supports that can be gradually released with increasing independence.	3.1a Materials include support for targeted instruction and activities for students who have not yet reached proficiency on grade-level skills by providing supports that can be gradually released with increasing independence.	6.1a Materials include support for targeted instruction and activities for students who have not yet reached proficiency on grade-level skills by providing supports that can be gradually released with increasing independence.	6.1a Materials include support for targeted instruction and activities for students who have not yet reached proficiency on grade-level skills by providing supports that can be gradually released with increasing independence.
3.2 Instructional Methods		7. Text Quality and Complexity <i>Materials ensure students spend a majority of their time interacting with increasingly complex grade-level text.</i>	
3.2a Materials include a variety of developmentally appropriate instructional approaches to engage students in reaching grade-level proficiency by optimizing choice, autonomy, relevance, value, and authenticity.	3.2a Materials include a variety of developmentally appropriate instructional approaches to engage students in reaching grade-level proficiency by optimizing choice, autonomy, relevance, value, and authenticity.	7.1 High-Quality Grade-Level Texts	7.1a Materials include a variety of developmentally appropriate instructional approaches to engage students in reaching grade-level proficiency by optimizing choice, autonomy, relevance, value, and authenticity.
3.3 Support for Multilingual Learners		8. Evidence-Based Tasks and Responses <i>Materials require students to engage in reading, writing, and speaking grounded in evidence using literary and informational text.</i>	
3.3a Materials include strategies for teachers to support multilingual learners in building vocabulary, comprehension, background knowledge, and language proficiency.	3.3a Materials include strategies for teachers to support multilingual learners in building vocabulary, comprehension, background knowledge, and language proficiency.	8.1 Use of Text Evidence	8.1a Materials include strategies for teachers to support multilingual learners in building vocabulary, comprehension, background knowledge, and language proficiency.

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

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1.1 Course Level Design		4.1 Explicit and Systematic Phonics Instruction <i>10 TAC §74.101(d)(2) Texas Reading Academics: Module 100 – Use Systemic Phonics</i>	
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Language Arts Rubrics

- K–3 English Language Arts
- 4–8 English Language Arts
- K–3 Spanish Language Arts
- 4–6 Spanish Language Arts

Recommendation

Select one rubric for review today.

Provide feedback via public comment for additional rubrics.

Access the rubrics using the links in the chat.

Quality Review Rubrics–Design

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Implementation Quality

Intentional Instructional Design

Progress Monitoring

Supports for All Learners

Learning Quality

Phonics Rule Compliance

Foundational Skills

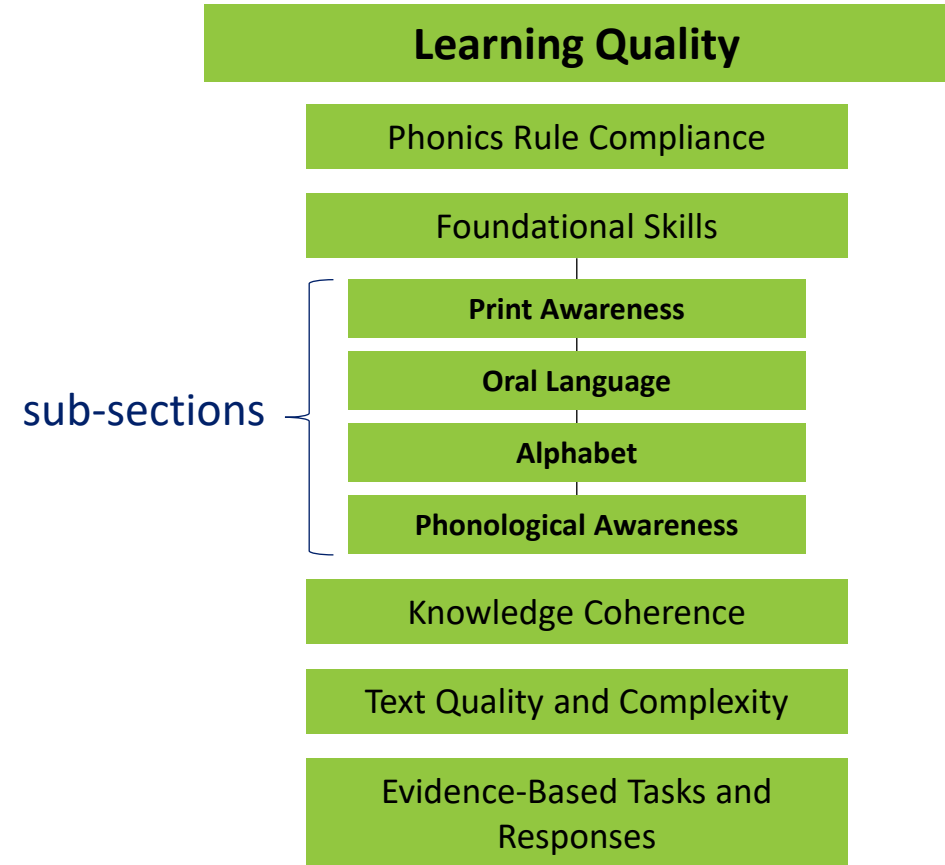
Knowledge Coherence

Text Quality and Complexity

Evidence-Based Tasks and Responses

Quality Review Rubrics–Design

Some sections have **sub-sections**.

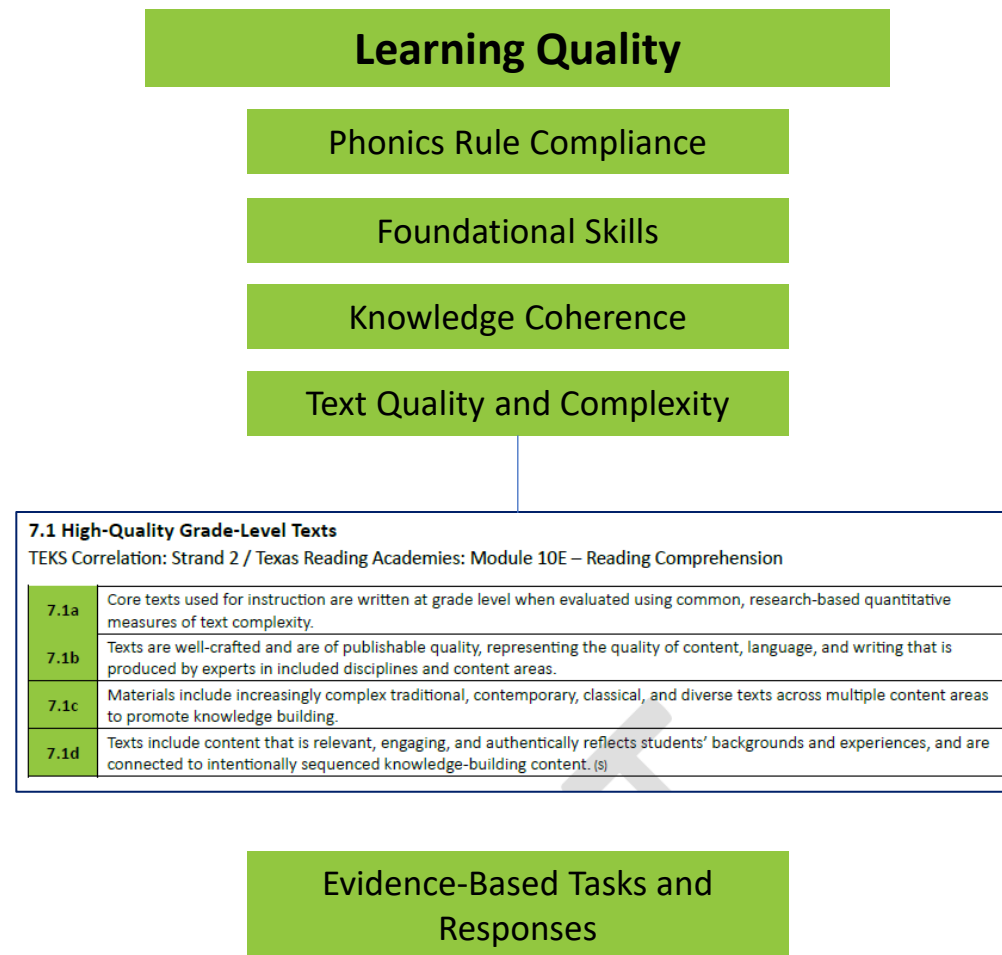


Quality Review Rubrics–Design

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.

indicator {
reviewer guidance {



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)**, and

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

indicator

reviewer guidance

Learning Quality

Phonics Rule Compliance

Foundational Skills

Knowledge Coherence

Text Quality and Complexity

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

Focus Group Feedback Process

Feedback Process

Please open the appropriate feedback form. You will submit your form at the end of this session.

[ELA Rubrics: Focus Group Feedback](#)

[SLA Rubrics: Focus Group Feedback](#)

TEA
Texas Education Agency

K-8 ELAR Rubric Focus Group Feedback

Name *

Email Address *

Employer *

Role *

Rubric *
Please select the rubric you provide feedback for more

Select

TEA
Texas Education Agency

K-6 SLAR Rubric Focus Group Feedback

Name *

Email Address *

Employer *

Role *

For consideration:

- Are there indicators or guidance that should be added? Why?
- Are there indicators or guidance that should be removed? Why?
- Is there guidance that is duplicated between sections that could be consolidated?
- Is there guidance that is ambiguous and should be clarified?


applicable.

Quality Rubric Feedback

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	 Implementation Quality
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)

Section	Question
Intentional Instructional Design	Are the materials well-designed at the course, unit, and lesson level?
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)

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)

Section	Question
Intentional Instructional Design	Do the materials support educators and students through frequent, strategic opportunities to monitor and respond to student progress?
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)

Section	Guidance
Intentional Instructional Design	<p>Instructional assessments are key to understanding if students are on-track to reach grade-level proficiency in the standards for the course.</p> <p>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>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)


Section	Question
Intentional Instructional Design	Do the materials provide supports to help educators effectively teach all learners?
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)

Section	Guidance
Intentional Instructional Design	Materials should support the teacher in effectively teaching all learners. 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.
Progress Monitoring	
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. 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.
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Learning Quality

- For consideration:**
- Are there indicators or guidance that should be added? Why?
 - Are there indicators or guidance that should be removed? Why?
 - Is there guidance that is duplicated between sections that could be consolidated?
 - Is there guidance that is ambiguous and should be clarified?

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 – Phonics Rule & Foundational Skills (1/4)

Section	Question
Intentional Instructional Design	Do the materials include guidance for explicit and systematic instruction in foundational skills, including instructional routines, student practice, and cumulative review?
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 – 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, and• includes intentional, systematic, explicit instruction in the specific context of each language.
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
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	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.
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	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).
Foundational Skills	Criteria evaluated in this section include: <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
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	
	The Phonics Rule Compliance section is evaluated in K-3 Reading/Language Arts only.

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	

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

Section	Question
Intentional Instructional Design	Do the materials support the development of connected background knowledge and key academic vocabulary?
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 – 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	

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

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

Section	Question
Intentional Instructional Design	Do the materials ensure students spend their time interacting with complex, high-quality, grade-level text?
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 – 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	<p>“Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not.” (ACT, 2006)</p>
Evidence-Based Tasks and Responses	

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	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.
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	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.
Foundational Skills	The text types selected should reflect the types and genres required by the grade-level TEKS.
Knowledge Coherence	
Text Quality and Complexity	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.
Evidence-Based Tasks and Responses	

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

Section	Question
Intentional Instructional Design	Do the materials require students to engage in reading, writing, and speaking grounded in evidence using literary and informational text?
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	


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	Tasks and questions should be grounded in the text (text-dependent) and require the use of text evidence as students defend evidence-based claims .
Progress Monitoring	
Supports for All Learners	Guidance should be included for the teacher to model the process of constructing text-based responses .
Phonics Rule Compliance	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.
Foundational Skills	
Knowledge Coherence	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).
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	

Feedback Process

Answer the questions at the bottom of the form and submit.

How strongly do you agree with the following?

The rubric is aligned with the TEKS. *

Select or enter value ▼

The rubric reflects research and best practices for teaching and learning the content. *

Select or enter value ▼

The reviews resulting from the use of this rubric will provide valuable information to support districts in selecting high-quality instructional materials that meet their needs. *

Select or enter value ▼

☐ Send me a copy of my responses

Submit

Next Steps

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 IMRA.

IMRA Quality Rubrics: Public Comment




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 **Announcement:**

The TRR reports for [K-8](#) and [high school](#) science are now available. The new Instructional Materials Review and Approval (IMRA) rubrics for [K-3](#) and [4-8](#) English language arts and reading, [K-3](#) and [4-6](#) Spanish language arts and reading, and [K-12 mathematics](#) are now available for review. Provide [public comment](#) through December 15, 2023, or [sign up](#) for a November focus group.



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