IMRA Quality Rubrics: Memo of Changes
Learning Quality Category

IMRA Rubrics: ELA K-3 / ELA 4-8 / SLA K-3 / SLA 4-6

This memo of changes provides a summary of stakeholder feedback for sections, indicators, and/or reviewer guidance in the Instructional Materials Review and Approval (IMRA) Quality Review rubrics, as well as changes made in response to that feedback.

Section / Indicator / Guidance	Summarized Stakeholder Feedback	Changes
Entire rubric where applicable	Align the use of explicit and direct with rule language. Reading Academies explains that phonics should be taught through explicit and systematic instruction (not direct); the NRP report (which Reading Academies and Science of Teaching Reading rely heavily on as a research base) explains that phonics instruction should be explicit, not direct.	Changed all indicators where the word "explicit" was used to say "explicit (direct)"
Phonics Rule Compliance		
4.2 Daily Instructional Sequence and Routines	Redundancy with guidance bullet 4.2d and suggestions to make language match the rule language.	Delete guidance bullet 4.2d 4.2a- c Added the word "daily" before the word "Lessons" to make sure mirror rule language 4.2b-added "immediate and corrective" before the word "feedback"
Foundational Skills		
5.A Print Awareness	Some of the guidance bullets in this section were repetitive and listed skills outside of print awareness.	Reduced indicators to two guidance bullets specific to print awareness skills. Deleted the following guidance bullets: • Materials include guidance for the teacher to provide direct and explicit instruction and practice on alphabetization (1–3) • Materials include guidance for the teacher to provide direct and explicit instruction on identifying upper and lowercase letters (K). Changed direct and explicit to "explicit (direct) and systematic" for alignment and consistency.
5.B Oral Language (K-3)	Some of the guidance bullets across the indicators were repetitive and posed a challenge to measure. Language should be more concrete.	Language was addressed to ensure verbs in guidance bullets are measurable: • 5.B1a- added the word "oracy" o Emphasizes the ability to use language for academic purposes and in strategic ways for EBs and all students. • 5.B1b- deleted "practice oral language skills regularly"; added "to engage in social and academic communication"

		Deleted some guidance bullets to create consistency, focus and ensure reduce repetition. • 5.B.1c- deleted
5.C Alphabet	Feedback on this section focused on some specific language use of the words "explicit" and "rapid" in separate guidance bullets.	Deleted specific language from both guidance bullets: • 5.C.1a- deleted the word "explicit" from indicator and just kept the word "systematic" • 5.C.2a- deleted the word "rapid" from guidance bullet o The word "rapid" can implied a rushed process for application of basic encoding and decoding Added "K only" since it only applies to Kindergarten standards.
5.E Phonics (K-3) (Encoding/Decoding)	Some redundancy across guidance bullets in 5.E1- Sound spelling patters	Deleted guidance bullet 5.E.1.e to reduce redundancy: "Materials explicitly connect the relationship between decoding and encoding by integrating both processes into activities to illustrate how these reciprocal processes support one another to produce fluent reading and writing skills."
5.E2/3 Decoding/Dipthongs in SLA K-3 and 4-6	Suggestion to combine indicator 4.B.2 with 4.B.3 because the type of syllables used (tónicas/átonas) and the rules for syllabication determine where the written accent mark will be used and the type of word it is (diphthong, hiatus, agudas, graves, esdrújulas and sobreesdrújulas).	Both indicators were combined and four guidance bullets were created.
5.E.4 Morphological Awareness	Suggestion to add "roots" to guidance bullet 5.E.4.b Base words are words that can stand alone and have an affix added (e.g., write can become rewrite or writing). Roots cannot stand alone and typically come from Greek or Latin (e.g., vis can have affixes added to be invisible or vision or visor).	Added the word "roots" to guidance bullet.

5.F. Vocabulary Support (K-3)
 	
4.C.1- Vocabulary Support (4-8)
	The two sections of the vocabulary support were repetitive and covered indicators that are also part of vocabulary indicators in the knowledge coherence section. Some of the guidance bullets represented abstract concepts that are difficult to measure. Sections should be combined and make changes to make language more concrete.	Indicators 5.F.1 and 5.F.2 were combined into one indicator with three guidance bullets. Language was addressed to ensure verbs were concrete and measurable. Added language to ensure it was clear that skills varied by grade level TEKS and instructional materials should reflect those difference in grade levels.
		• 5.F1a- deleted
		• 5.F1b- deleted
		• 5.F1c- deleted
		    o Addressed in knowledge coherence
		• 5.F1d- added "according to grade level TEKs"
		    o Ensure guidance is specific to grade level TEKs

		• 5.F2a- moved to 5.F.1.b • 5.F2b- deleted • 5.F2c- moved to 5.F.1.c

5.G Fluency (K-3)	The two sections on fluency were repetitive and covered indicators that are also part of progress monitoring. Some of the guidance bullets represented abstract concepts that are difficult to measure. Sections should be combined and make changes to make language more concrete.	Both indicators were combined into one indicator with four guidance bullets to reduce redundancy and repetition.
		• 5.G1a – added the word "of" for grammar
		• 5.G1b- deleted
		   o Repeated language with 5.G1a
		• 5.G1c – deleted
		   o This is part of progress monitoring indicators
		• 5.G1d – deleted
		   o Repeated language with 5.G1a
		• 5.G2a- moved to section 5.G.1
		• 5.G2b- moved to section 5.G.1
		• 5.G2c- deleted
		   o Decodable texts addressed in phonics section

Knowledge Coherence		

6.A- Connected Knowledge Topics- 6.A1 Connected Knowledge-Building, 6.A.2 Context and Student Background Knowledge, 6.A.3 Connected Texts and Tasks (K-3)
 	
5.A- Connected Knowledge Topics- 5.A1 Connected Knowledge-Building,.5A.2 Context and Student Background Knowledge, 5A.3 Connected Texts and Tasks (4-8)
	Feedback on these three sections was also focused on redundancy, repetition and wordiness. The three sections had many guidance bullets that overlapped and were referencing the same or very similar concepts such as building knowledge across all language domains. Additionally, reviewers noted the need to have more concrete and measurable language.	Sections 6.A.2, 6.A3 and 6.A.4 were combined into two sections.
		• 6.A1a- deleted "intentionally" and "deep and wide"
		• 6.A1b- deleted "connected"
		• 6.A.2b- deleted
		   o Integrated with indicators under 6.A.3
		• 6.A.2c-deleted
		   o Integrated with indicators under 6.A.3
		• 6.A.2d-deleted
		   o Integrated with indicators under 6.A.3
		• 6.A.3a- Changed "texts" to "materials". Deleted "to support knowledge building"
		• 6.A.3b- changed "texts" to "materials" and adjusted wording to be specific above content learned from "prior grade levels"
		• 6.A.3c- deleted
		• 6.A.3d-deleted
		• 6.A.4a- deleted
		   o Guidance bullet is already part of text-based responses.
		• 6.A.4b- deleted "through listening, speaking, reading, writing, and thinking"
		• 6.A.4c- deleted "the units" and added across "lessons and the units"
		• 6.A.4d- deleted "multiple" and "through listening, speaking, reading, writing and thinking"

6.A.5-Key Academic Vocabular (K-3) 5.A.5-Key Academic Vocabular (4-8)	Feedback on this section focused on the need to have more concrete and measurable language. Reviewers noted that some of the language was subjective.	• 6.A.5a – deleted "grade level concepts" and "including opportunities for application." • 6.A.5c – deleted "variety of authentic" "that increase in rigor throughout the year" • 6.A.5d – deleted "explicit"

Text Quality and Complexity

7.1 High-Quality Grade-Level Texts (K-3) 6.1 High-Quality Grade-Level Texts (4-8)	Reviewers asked for clarification on specific language and to have more concrete and less subjective language.	• 7.1a- deleted the word "common" and "quantitative" • 7.1b-deleted "representing the quality of content, language, and writing…" • 7.1c- deleted "increasingly complex" and "to promote knowledge building" • 7.1d- deleted "and are connected to intentionally sequenced knowledge building content" • Previous 7.5a moved to this indicator
7.2 Interaction with Grade-Level Text (K-3) 6.2 Interaction with Grade-Level Text (4-8)	Feedback on this section focused on the need to have more concrete and measurable language. Reviewers noted that some of the language was subjective.	• 7.2a – deleted "ongoing" and "that builds knowledge, increases in complexity, and requires students to apply their comprehension and response skills in all language domains." Added "in each lesson" • 7.2b- deleted 'ongoing" and added "in each lesson" • 7.3c – deleted "a variety of discussion", "including partner, small group, and whole group discussion to discuss", "complex" and "that are grounded in connected knowledge building content" • Previous 7.5f moved as 7.2d
7.3 Supporting Access to Grade-Level Text (K-3) 6.3 Supporting Access to Grade-Level Text (4-8)	This indicator was noted as having lots of repetition and redundancies. Reviewers suggested combining guidance bullets and reducing the number of them to make it more concrete.	Two guidance bullets on this indicator were combined with 7.2 for coherence and to avoid repetition. • 7.3a- added "teacher guidance" • 7.3b- deleted • 7.3c- changed to "provide opportunities " and "to engage in additional analysis of grade-level texts" • 7.3d- deleted
7.4 Analysis of Text Complexity (K-3) 6.4 Analysis of Text Complexity (4-8)	Reviewers asked for clarification on quantitative and qualitative measures and to keep the focus on the analysis that publishers would provide.	The four guidance bullets were condensed into two guidance bullets for coherence and to reduce repetition and provide clarification. 7.4a—7.4d- deleted and language was adjusted to create two new guidance bullets specific to quantitative and qualitative measures including a rationale
7.5 Text Types and Genres (K-3) 6.5 Text Types and Genres (4-8)	Reviewers noted that these guidance bullets seemed more specific to TEKS than other sections. They also noted that not all genres were listed and suggested specific examples being part of evidence guides.	One guidance bullet was moved to section 7.1a. The remaining guidance bullets will be moved to reviewer evidence guides. • 7.5a- guidance bullet moved to 7.1 a • 7.5b-f – deleted

7.6 Read-Aloud, Shared Reading, and Independent Reading 6.6 Self-Sustained Reading	Feedback was provided on guidance bullet 7.6d with the words "procedures and protocols". The rest of the indicator is repetitive and is already covered in the other three guidance bullets.	• 7.6d- deleted

Evidence-Based Tasks and Responses

8.A.1- Use of Text Evidence, 8.A2- Text-dependent Questions, 8A.3 Tasks, Evidence-based claims and 8.A.4 Constructing Text-based responses (K-3)
 	
7.A.1- Use of Text Evidence, 7.A2- Text-dependent Questions, 7A.3 Tasks, Evidence-based claims and 7.A.4 Constructing Text-based responses (4-8)
	Feedback on these four sections was focused on redundancy, repetition, and wordiness. The four sections had many guidance bullets that overlapped and were addressing very similar concepts worded in different ways. Feedback was clear to combine, condensed and avoid repetition. Additionally, reviewers noted the need to have more concrete and measurable language.	The four indicators were condensed into two indicators for coherence and to reduce repetition and provide clarification.
		• 8.A.1.a- deleted
		• 8.A.1d- deleted "through listening, speaking, reading, writing, and thinking"
		• 8.A.2a – language adjusted to focus on evidence from the text and indicator moved as part of 8.A.1a
		• The following indicators were deleted and combined with indicators in section 8.A.1
		    o 8.A.2b-deleted
		    o 8.A.2c-deleted
		    o 8.A.2d-deleted
		    o 8.A.4a- deleted
		• 8.A.4d- added "according to grade level TEKS"

8.B.2 Writing Process (K-3) 8.B.4 Grade-Level Standard Spanish Conventions 7.B.2 Writing Process (4-8) 7.B.4 Grade-Level Standard Spanish Conventions	Minor feedback on this section focused on specific words to help reduce redundancies and guidance bullets.	• 8.B.2a- deleted the word "coherent" • 8.B.2d- deleted – repetitive from guidance bullets part of 8.B.1 • Combined indicators 8.B.2.a and 8.B.2.c • Combined indicators 8.B.4.a and 8.B.4.b

IMRA Quality Rubrics: Memo of Changes
Learning Quality Category

IMRA Rubrics: Mathematics K-12

This memo of changes provides a summary of stakeholder feedback for sections, indicators, and/or reviewer guidance in the Instructional Materials Review and Approval (IMRA) Quality Review rubrics, as well as changes made in response to that feedback.

Section / Indicator / Guidance	Summarized Stakeholder Feedback	Changes
Depth and Coherence of Key Concepts		
4.1a	This item and 1.1a are redundant. Consider changing to "Materials include a year-long plan that outlines the sequence of units, focusing primarily on the essential subject areas emphasized in the TEKS."	Deleted 4.1a
4.1b	Include an alignment to both content and process standards.	Changed to: Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.
4.1d	Review the necessity of 4.1d in relation to its coverage in indicator 5.5.	Deleted 4.1d
4.2c	Revise: "Materials demonstrate coherence across units by connecting what [ADD] the content and language was learned in previous courses/grade levels, and what will be learned in future courses/grade levels..."	Changed to: Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.
4.3a	The usage of the word "routine" here makes the guidance bullet hard to understand what is intended. Consider removing it. There is a science to which mathematical concepts are the most difficult to master for each grade level K-12. This section should break down which previously learned mathematical skills and concepts should be included in the routine spaced retrieval opportunities across lessons and units across each grade level.	Changed to: Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.
4.3b	The usage of the word "routine" here makes the guidance bullet hard to understand what is intended. Consider removing it.	Changed to: Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.

Balance of Conceptual and Procedural Understanding		
5.1a	5.1, 5.1b, c, and d seem to be ways in which reviewers would determine if the materials meet 5.1a. Keep 5.1a as the indicator, consider using 5.1b-d as guidance rather than indicators.	Deleted 5.1a
5.1b	(5.1b is now 5.1a) 5.1b (Change order of verbs): Recommend changing the order of verbs to "interpret, analyze, and evaluate."	Changed to: Questions and tasks require students to interpret, analyze, and evaluate analyze, evaluate, and interpret a variety of models and representations for mathematical concepts and situations.
5.2a	When students automate basic skills and concepts, it frees up their mental resources to concentrate on higher level skills. Requiring frequent fact practice, mental math, and algorithm routines are good ways to attain automaticity and fluency. (b) Materials routinely provide tasks that are designed to build student automaticity and fluency essential to complete grade level task and build upon previously learned skills and concepts.	No change. Building student automaticity and fluency necessary to complete grade-level tasks requires the materials to build upon previously learned skills and concepts. This is also addressed in 4.3.
5.3a	5.3a (Clarification of Emphasis): Add "and" to clarify how conceptual and/or procedural emphasis is addressed.	Changed to: Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.
5.3b	The usage of the phrase "as appropriate" here makes the guidance bullet hard to understand what is intended here. Consider removing it.	Changed to: Questions and tasks include the use of concrete models and manipulatives, pictorial representation (figures/drawings), and abstract representations.
5.3c	Add creating, defining, and explaining to provide more clarity.	Changed to: Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts.
5.4c	Consider including the following to add more clarity: syntax and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine and use math language with peers and develop their math language toolkit over time as well as guide teachers to support	Changed to: Materials include embedded guidance for the teacher to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.
Productive Struggle		
6.1a	Rewrite for concision: "Materials provide opportunities for students to think mathematically and persevere through solving problems and to make sense of mathematics."	Changed to: Materials provide opportunities for students to think mathematically and persevere through solving problems and to make sense of mathematics.

6.1b	Rewrite for concision: "Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks."	Changed to: Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks.
6.1c	Create 6.1c that requires materials to be designed in a way that requires students to make sense of mathematics through thinking, doing, writing, and talking about math with peers and teachers.	Added item: Materials are designed to require students to make sense of mathematics through doing, writing about, and discussing math with peers and teachers.
6.2a	Delete	Deleted 6.2a
6.2b	Rewrite for concision: "Materials support teachers in guiding students to share and reflect on their problem-solving approaches"	Changed to: Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.
6.2c	Rewrite for concision: "Materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions."	Changed to: Materials offer prompts and guidance to assist teachers in providing explanatory feedback based on student responses and anticipated misconceptions.

IMRA Quality Rubrics: Memo of Changes
Implementation Quality Category

IMRA Rubrics: ELA K-3 / ELA 4-8 / SLA K-3 / SLA 4-6 / Math K-12

This memo of changes provides a summary of stakeholder feedback for sections, indicators, and/or reviewer guidance in the Instructional Materials Review and Approval (IMRA) Quality Review rubrics, as well as changes made in response to that feedback. Since the sections in the "Implementation Quality" category of the rubrics are the same for all content areas, the changes listed below apply to all IMRA rubrics.

Section / Indicator / Guidance	Summarized Stakeholder Feedback	Changes
Intentional Instructional Design		
Course Level- 1.1a	"Topics" is too specific for course level design	Deleted "detailed" and the word "topic"
Course level 1.1b	Repetitive from 1.1a	Deleted "a year at a glance document outlining the content standards addressed" to remove redundancy between 1.1.a and 1.1.b
Course level 1.1d	Redundant- similar to 1.1a and 1.2a	Deleted guidance bullet – already addressed in 1.2a
Course level 1.1	Coaches also need guidance	Added "to support…. Instructional coaches" changed "intended" to "designed"
Unit level 1.2a	Guidance bullet is repetitive and provides same guidance as 1.2d	Deleted 1.2a, duplicative of 1.1a/1.1b
Unit level 1.2b	Delete the word "well written" too subjective	Changed wording and added "academic vocabulary"
Unit level 1.2b	Condense "supports for parents, guardians, and/or caregivers" to "supports for families"	Changed 1.2b to "Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student."
Unit Level- 1.2C-	Clarification around the word components- feedback states that the word components can be very broad- and questions about what will make those components research-based	Deleted 1.2c
Unit Level- 1.2d	Redundant- this is already part of Progress Monitoring	Deleted 1.2d
Unit Level- 1.2e	Redundant- this is already part of lesson design	Deleted 1.2e
Unit Level- 1.2f	Word "well written" is subjective	Deleted the word "well-written"
Lesson level 1.3b	Redundant- already addressed in 1.3a	Deleted 1.3b
Lesson level 1.3c	The word "pacing" is not concrete- do we mean time stamps?	Changed "pacing" to "timing"
Lesson level 1.3d	This should be under support for all learners and not lesson level design	Moved to Support for All Learners, 3.1
Unit Level- 1.3e	This should be under support for all learners and not lesson level design	Moved to Support for All Learners, 3.1
Lesson level 1.3g	This should be under progress monitoring	Moved to Progress Monitoring, 2.1
Lesson level 1.3h	Last part of indicator is confusing	Delete "outside of the school day" and "retrieval, additional, practice"
Visual Design 1.4	Needs clarification – subjective, difficult to measure, wording is confusing.	Removed indicator 1.4

Progress Monitoring		
Section 2.1	Remove "Aligned" in the naming of section 2.1, "Aligned Instructional Assessments."	Changed to: Instructional Assessments
2.1a	2.1a: What would a 'variety' look like, and can you give examples of a variety of types of assessments? Also, what counts as an assessment?	Changed to: Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.
2.1c	Please provide more clarity and specificity	Changed to: Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.
Sectional 2.2	This section is redundant with 2.3	Deleted Progress Monitoring, 2.2
2.2a	This item is redundant.	Deleted Progress Monitoring, 2.2a
2.2b	This item fits better with 2.1	Moved Progress Monitoring 2.2b to 2.1
2.2c	This item fits better with 2.3	Moved to Progress Monitoring 2.3
Section 2.3	This section is redundant with 2.2	Changed to: Data Analysis and Progress Monitoring
2.3a	Please provide more clarity and specificity	Changed to: Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.
2.3b	Please provide more clarity and specificity	Changed to: Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.
2.3c	This item is redundant.	Deleted Progress Monitoring 2.3c
2.3d	This item is redundant.	Deleted Progress Monitoring 2.3d
Supports for All Learners		
3.1a	Please provide more clarity and specificity	Added "teacher guidance" and changed "targeted" to "differentiated". Also deleted last part of guidance bullet
3.1b	This guidance bullet is confusing and finding evidence can be challenging. Please provide clarity or examples.	Deleted guidance bullet
3.1c	Please provide more clarity and specificity	Deleted "simpler words, complex terms and expressions"
3.1d	This item is redundant.	Combined 3.1d and 3.1e
3.1e	This item is redundant	Combined 3.1d and 3.1e
3.2a	Other guidance bullets use the word "include" this one says "provide"	Changed "provide" to "include"
3.2b	The language on this guidance bullet is confusing. Please provide clarity.	Modified language to focus on lesson delivery and instructional approaches.
3.2c	The concepts being addressed in this guidance bullet fit in many other parts of the rubric. It's very redundant	Deleted 3.2C
3.2d	Considered embedding the grouping with other guidance bullet	Deleted and combined with 3.2e
3.2e	Language is subjective	Deleted the word "consistently" added "whole group, small group and individual" became 3.2c
3.2f	What is the expectation for digital resources? Is this a requirement?	Deleted 3.2f
3.3a	This guidance bullet is missing the importance of academic language Language should only be part of ELAR rubrics since it doesn't apply to SLA.	Added "which are designed to engage students in using increasingly more academic language" / Deleted 3.3a from SLA rubrics
3.3b	Please provide more clarity and specificity	Modified language to "implementation guidance" for clarity and specificity
3.3c	This should be specific to emergent bilingual students and should be guidance that is connected and not isolated	Deleted 3.3c

3.3d	Supports should focus on Emergent Bilingual students	Changed "multilingual learners" to "emergent bilingual students"
3.3e	Consider that the use of the word "bridging" makes it very specific .	Deleted "bridging"