Addendum to *Proclamation 2021* Publisher Orientation Questions and Answers

QUESTION:
How is this assessed?

> II.D.3. (3) Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses

> [ELL] Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses)

What is the resource provider to do to show this comprehension?

ANSWER: TEA doesn't provide guidance on how a specific skill is included in instructional materials. That is a publisher decision.

QUESTION: Are the examples (of components intended for student use or consumption) provided the only acceptable forms of "student materials" or just a potential list to demonstrate the wide variety of possible options?

ANSWER: The examples we provided were not intended to be an exhaustive list of acceptable student components. Any component that is intended for use by the students is acceptable.

QUESTION: Are teacher-led activities such as small group experiences, read-alouds, and songs considered "student materials" as they are developmentally-appropriate means to provide engaging instruction?

ANSWER: It is possible that each of the examples you provided are acceptable. Ultimately, the state review panel will make the final determination.

QUESTION: We are working on the skill spine for prekindergarten and are trying to make sure that the coding we use matches the machine-readable Texas Prekindergarten Guidelines (TPG). Do you know if what is currently posted on the TEA website is final or just a draft? It's v1.1.2. I ask because: The content doesn't match the official breakout document that was posted by the TEA. In addition to the End of Pre-K Outcomes, it also includes the Examples of Child Behaviors. I don't understand why the machine-readable guidelines are different from the End of Prekindergarten Outcomes from the TPG. There has been no expectation communicated to us from the TEA that we correlate to the Example of Child behaviors. it is just that the machine-readable TPG includes child behaviors and the correlation document doesn't.

ANSWER: The version posted to the TEA website, v1.1.2., is the current version of the machine-readable TPG. The machine-readable TPGs do not include the breakouts. The machine-readable TPG includes the domain title, labeled with a capital roman numeral; the skill, labeled with a capital letter; the end-of-year outcome, labeled with numbers; and examples of child behaviors, labeled with lowercase letters. Publishers are expected to correlate to the end-of-year outcomes as shown in the breakouts, not the examples of child behaviors.

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QUESTION: Can you confirm my understanding of the digital accessibility requirements and time line for *Proclamation 2021*?

1. The Report on Interoperability and Ease of Use is due April 6, 2020 and is completed by the publisher—no 3rd party required.
2. The Accessibility Compliance Reports, which are completed by a 3rd party for each digital component, are due April 26, 2021.
3. If the publisher is submitting a component as a PDF only, then the PDF needs to be in a fully accessible format on April 6, 2020. However, if a component is being provided in print and digital for review, accessible versions of the digital version of the component is not required on April 6, 2020.

ANSWER: Yes, those are correct. We strongly encourage you to design all electronic components to be accessible to all individuals with disabilities; however, if you must take steps after development to ensure your product is accessible, we will work with you to ensure your samples are available to the public during the public comment period. You must be able to demonstrate that all electronic components are fully accessible by providing your Accessibility Compliance Report no later than April 26, 2021.

QUESTION: In breakouts (I)(A)(2)(b) and (I)(a)(2)(c), the official translation is "El niño puede expresar orgullo en las capacidades adecuadas a su edad." We suggest changing it to "El niño puede expresar orgullo por las capacidades adecuadas a su edad." The use of the preposition in the official translation is incorrect. It is normally used to express the location, time, or the way the action of a verb takes place. We suggest replacing it with "por."

ANSWER: We agree. The translation will be updated to "El niño puede expresar orgullo por las capacidades adecuadas a su edad."

QUESTION: In breakouts (VI)(B)(3)(a), (VI)(B)(3)(b), (VI)(B)(3)(c), and (VI)(B)(3)(d), the English outcome is "Child observes, investigates, describes, and discusses the relationship of organisms to their environments." The Spanish outcome is "El niño observa, investiga, describe y discute la relación de organismos con sus investigaciones." This affects all breakouts of this outcome. We suggest changing "sus investigaciones" to "su medioambiente." We believe that the issue has to do with a translation oversight, since environments are not investigaciones. We suggest correcting the translation of that word to "medioambiente."

ANSWER: We agree. The translation will be updated to "El niño observa, investiga, describe y discute la relación de organismos con su medio ambiente."

QUESTION: In breakout (V)(A)(8)(a), the translation of the breakout is confusing: "El niño identifica oralmente sin contar los números de los objetos de 1 a 5." We suggest changing it to "El niño identifica oralmente, sin contar, la cantidad de objetos de 1 a 5." The English outcome is "Child verbally identifies, without counting, the number of objects from 1 to 5." The translation of the number of objects as "números de objetos" is literal and confusing. Our suggestion of using "cantidad" instead of "número" clarifies the expectation for the teacher and child.

ANSWER: We agree. The translation will be updated to "El niño identifica oralmente, sin contar, la cantidad de objetos de 1 a 5."

QUESTION: In breakouts (III)(B)(8)(a) and (III)(B)(8)(b), the English outcome content is "[The child] blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support." It was translated to "El niño une los inicios (consonante o consonantes iniciales) y las rimas (desde la vocal hasta el final) para formar palabras conocidas de una sílaba con apoyo de imágenes." The translation of rime to rima is problematic. Rime refers to onset/rime, as in "units of sound within a syllable". The Spanish word rima refers to rhyme, which is a completely different concept. This is a problem that affects the feasibility of hitting the outcome. We suggest replacing "las rimas" with "los finales." Adjusting the translation by replacing "rimas" with "los finales", fixes an erroneous translation and the outcome can be covered in Spanish by referring to monosyllabic words, such as sol, sal, bol, rol, etc.

ANSWER: We agree. The translation will be updated to "El niño une los inicios (consonante o consonantes iniciales) y los finales (desde la vocal hasta el final) para formar palabras conocidas de una sílaba con apoyo de imágenes."

QUESTION: Based on the English outcomes, the translations of breakouts (IV)(B)(3)(a) and (IV)(B)(3)(b) are switched: In the English outcomes, (IV)(B)(3)(a) is "Child shares class-made written products" and (IV)(B)(3)(b) is "Child shares individual written products." In the Spanish outcomes, (IV)(B)(3)(a) is "El niño comparte los productos escritos individuales" and (IV)(B)(3)(b) is "El niño comparte los productos escritos hechos por la clase." We have asked our vendor to use the Spanish outcome codes as they are for now. We need to know if this is the way to go, or if Texas will change the Spanish outcomes to reflect the English ones. Spanish outcomes are transposed from English, so class-made and individual codes don't match.

ANSWER: We agree. The breakouts were transposed and will be corrected.

QUESTION: In breakout (V)(A)(1)(a), the official Spanish translation is "El niño sabe que los objetos o que partes de un objeto se pueden contar." We suggest adding an article that we believe is needed (see underlined text): "El niño sabe que los objetos o que las partes de un objeto se pueden contar."

ANSWER: This is a preferential edit. No changes will be made to the translation.

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QUESTION: The current Spanish translation for breakout (II)(D)(3)(a) is "El niño demuestra que comprende de varias maneras o que conoce el significado de 3000 a 4000 palabras, muchas más de las que usa." We suggest changing it to "El niño demuestra de varias maneras que comprende o que conoce el significado de 3000 a 4000 palabras, muchas más de las que usa" for clarity. The current word order is confusing.

ANSWER: This is a preferential edit. No changes will be made to the translation.

QUESTION: In breakouts (III)(A)(1)(a) and (III)(A)(1)(b), the translations of these outcomes use "Los niños" instead of "El niño" as the subject of the outcomes. "Los niños se involucran en actividades…" For consistency, we have changed them to "El niño se involucra…". The English outcomes and the rest of the Spanish outcomes have been "the child" and "el nino."

ANSWER: We agree. In order to maintain consistency, the translation will be updated to replace "los niños" with "el niño."

QUESTION: Breakout (II)(E)(1)(b) reads "El niño usa típicamente oraciones con complejidad gramatical usualmente con un orden sujeto, verbo y objeto." For the outcome to be clear, if we are identifying that the child should use a specific order, we need to use the definite article, "el," not the indefinite article "un," before "sujeto, verbo y objeto" and add the verb, "siguiendo." We suggest that for the sake of clarity and correctness, the text of the outcome be adjusted to read: "El niño usa típicamente oraciones con complejidad gramatical usualmente siguiendo el orden sujeto, verbo y objeto". This should be the definite rather than the indefinite.

ANSWER: We will update the translation to "El niño usa típicamente oraciones complejas gramaticalmente por lo regular siguiendo el orden sujeto, verbo y objeto."

QUESTION: In breakouts (IV)(B)(2)(a), (IV)(B)(2)(b), (IV)(B)(2)(e), (IV)(B)(2)(f), the English outcomes use "…(add [to]) class-made drafts" or "… (take out [of]) class-made drafts." The current Spanish outcomes use "…revisar (agregar) los borradores hechos por la clase" or "…revisar (sacar) los borradores hechos por la clase." The Spanish text of the outcomes as they are do not express the idea of taking content out of or adding content to a draft. We suggest using "…revisar (agregar [a]) los borradores hechos por la clase" and "…revisar (sacar [de]) los borradores hechos por la clase."

ANSWER: We agree. The translation will be updated to include "(agregar [a])" and "(sacar [de])."

QUESTION: The breakouts (IV)(B)(1)(a) and (IV)(B)(1)(b) include erroneous quotation marks: "El niño discute y aporta ideas para los "borradores" compuestos en actividades de escritura de todo el grupo o de grupos pequeños" We suggest removing the quotation marks from "borradores," since we consider they are unnecessary in this case.

ANSWER: We agree and will remove quotation marks. Additionally, the translation will be updated to "El niño discute y aporta ideas para los borradores hechos en actividades de escritura con todo el grupo o en grupos pequeños."

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QUESTION: In breakouts (VII)(D)(3) and (VII)(D)(3)(a), the outcome is "El niño participa en votar como un método para la toma de decisiones grupales." Although votar is the correct verb, we normally translate a gerund (voting) as a noun. We suggest, for clarity and correctness, to change the outcome to "El niño participa en votaciones como un método para la toma de decisiones grupales."

ANSWER: We agree. The translation will be updated to "El niño participa en votaciones como un método para la toma de decisiones grupales."

QUESTION: There is a missing word in the outcome (IX)(A)(1) and breakouts (IX)(A)(1)(a) and (IX)(A)(1)(b): "El niño demuestra la coordinación cuando está solo (es posible aún no pueda coordinar con un compañero)." We suggest changing it to "El niño demuestra la coordinación cuando está solo (es posible que aún no pueda coordinar con un compañero)."

ANSWER: We agree. The breakouts will be updated as follows:

El niño demuestra coordinación cuando está solo (es posible que aún no pueda coordinar con un compañero en forma consistente)

El niño demuestra equilibrio cuando está solo (es posible que aún no pueda coordinar con un compañero en forma consistente)

QUESTION: Outcome (III)(A)(2) and breakouts (III)(A)(2)(a) and (III)(A)(2)(b) seem to be missing some of the content expressed in English. The English outcome reads "Child self-selects books and other written materials to engage in pre-reading behaviors." It was translated to "El niño elige libros por sí solo u otros materiales escritos antes de leer." We suggest adjusting the Spanish outcome to "El niño elige libros por sí solo u otros materiales escritos para realizar actividades previas a la lectura."

ANSWER: We agree. The translation will be updated to "El niño elige libros por sí solo u otros materiales escritos para realizar actividades previas a la lectura."

QUESTION: Outcome (II)(D)(5) has translation and agreement issues. The English version is "Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases" and the Spanish outcome is "El niño amplía su vocabulario cuando escucha y empieza a desarrollar vocabulario de nombre de objetos y frases comunes." We suggest adjusting the translation to "El niño amplía su vocabulario cuando escucha y empieza a desarrollar vocabulario de nombres de objetos y de frases comunes."

ANSWER: The addition of "de" is a preferential edit. The translation will be updated to "El niño amplía su vocabulario cuando escucha y empieza a desarrollar vocabulario de nombres de objetos y frases comunes."

QUESTION: There are agreement issues in outcome (II)(D)5(b): "El niño empieza a desarrollar vocabulario de nombre de objetos." We suggest adjusting the text to "El niño empieza a desarrollar vocabulario de nombres de objetos."

ANSWER: We agree. The translation will be updated to "El niño empieza a desarrollar vocabulario de nombres de objetos."

QUESTION: There are issues with the translation in breakout (II)(D)(5)(c). The English outcome reads "Child begins to develop vocabulary of common phrases" and the Spanish outcome reads "El niño empieza a desarrollar vocabulario de nombre de frases comunes." We suggest adjusting the translation to "El niño empieza a desarrollar vocabulario de frases comunes."

ANSWER: We agree. The translation will be updated to "El niño empieza a desarrollar vocabulario de frases comunes."

QUESTION: There is an extra word in the breakout (VI)(C)(3)(b): "El niño observa lo que pasa durante los cambios y en el cielo." The conjunction "y" should be deleted. The breakout should be "El niño observa lo que pasa durante los cambios en el cielo."

ANSWER: We agree. The translation will be updated to "El niño observa lo que pasa durante los cambios en el cielo."

QUESTION: The incorrect preposition is used in outcome (I)(B)(3)(a) and the breakout(I)(B)(3)(a)(i): "El niño mantiene la atención a las tareas elegidas por él o a las tareas de rutina (dirigidas por el maestro) hasta terminarlas." We suggest adjusting the text to "El niño mantiene la atención en las tareas elegidas por él o en las tareas de rutina (dirigidas por el maestro) hasta terminarlas."

ANSWER: We agree. The translation will be updated to "El niño mantiene la atención en las tareas elegidas por él o en las tareas de rutina (dirigidas por el maestro) hasta terminarlas."

QUESTION: Outcome (III)(C)(1) and breakout (III)(C)(1)(b) read "El niño nombra al menos 20 letras mayúsculas y al menos 20 minúsculas en el idioma de instrucción." We suggest adding "letras" before "minúsculas" to reflect what is done with "letras mayúsculas." The updated text would read "El niño nombra al menos 20 letras mayúsculas y al menos 20 letras minúsculas en el idioma de instrucción."

ANSWER: This is a preferential edit. No changes will be made to the translation.

QUESTION: There is a typo in the text of breakout (II)(C)(1)(a): "El maestro entienden el habla del niño." We suggest changing the text to "El maestro entiende el habla del niño."

ANSWER: We agree. The translation will be updated to "El maestro entiende el habla del niño."

QUESTION: In (III)(B)(9)(a), Child recognizes one-syllable words with pictorial support. This breakout doesn't fit the Phonological Awareness tab. The full standard is: Child recognizes and blends spoken phonemes into one syllable words with pictorial support. (This skill is about sounds only—no print.) So the first part of the objective is the child can recognize (or identify) phonemes in a one syllable word with pictorial support. That means when the child sees a picture of a cat and can give the sounds of the three phonemes that form the word: /c/ /a/ /t/. The example that matches the skill in the TPG document (bottom of page 71 in the child's column). Please let me know how to interpret this.

ANSWER: Breakouts are not intended to guide instruction. They are simply a means of determining where standards are covered in instructional materials. When interpreting the meaning of a breakout, it is necessary to do so in the context of the domain, skill, and full end-of-year outcome. While it is not explicitly stated, breakout (III)(B)(9)(a) requires students to recognize spoken one-syllable words with pictorial support. The instructional strategy examples provided are all related to breakout (III)(B)(9)(b).

QUESTION: Please confirm that if a teacher component directs children to engage in an activity using common classroom materials but the common classroom materials are not included in the system, publishers may list the content in the teacher component in the student/teacher row and that TPG coverage will be applied to percentages for both student and teacher component coverage.

ANSWER: Anything in a teacher component that the teacher is supposed to share with the students may be considered student-facing and cited in the student/teacher rows; however, the state review panel will make the final determination regarding what coverage to accept. A publisher is not required to include everything a teacher may need to teach a lesson in the kit.

QUESTION: Would each of the following be considered a common classroom object?

- Crayons
- Construction paper
- Shoeboxes
- Paper towel rolls
- Photos (online or print) of insects
- Book about sports
- Dance music
- Markers
- Blocks
- Dolls
- Toy cars and trucks
- Directions to point to something red

ANSWER: It is safe to assume that every prekindergarten classroom will be equipped with items such as crayons, construction paper, and markers. It is possible that each of the examples you provided may be found in the average prekindergarten classroom. Ultimately, the state review panel will make the final determination to accept or reject a publisher's citations.

QUESTION: If the teacher guide contains a poem that the teacher is to read aloud along with instructions for the students to listen to the poem and identify the words that rhyme, can we cite the poem and instructions on the student/teacher rows?

ANSWER: Yes, you may cite the poem and accompanying instructions from the teacher guide on the student/teacher rows. Ultimately, the state review panel will make the final determination to accept or reject the citation.

QUESTION: May we cite a student component, such as magnetic letters or measuring devices, on its own as student/teacher component in the correlation document?

ANSWER: It is possible that referring to a student component, such as magnetic letters or measuring devices, is appropriate in your correlations; however, you must provide acceptable citations to an opportunity for the teacher to teach and the student to practice or demonstrate the knowledge or skill in order to demonstrate adequate coverage of the breakout. The state review panel will make the final determination to accept or reject each citation.

QUESTION: The publisher handbook says, "Content in a caption or sidebar cannot be used to satisfy the requirements for coverage of the TPG." We have designed our pages so that they are filled with colored boxes containing information and strategies that are an important part of our program. Are these boxes considered a "sidebar" if they are on the side of a page? The information is in boxes so that it is easier to label and therefore, access.

ANSWER: We understand that the design of instructional materials, especially those offered digitally, has evolved over the years. The state review panel will ultimately make the decision to accept or reject your citations, but the intent of this requirement is to ensure that you are citing content that is clearly intended to instruct students not to be used as a reference.

QUESTION: The handbook says, "Content in a table of contents, appendices (including glossaries) or front- or end-matter cannot be used to satisfy the requirements for coverage of the TPG." Sometimes, a student book has questions printed on the inside back cover, are those questions considered, end-matter?

ANSWER: You are required to comply with the Manufacturing Standards and Specifications for Textbooks (MSST) as a condition of adoption. The MSST specifically prohibits publishers from printing instructional material on any page of endsheets unless reproduced elsewhere in the book.

QUESTION: If both English and Spanish systems have items that are exactly the same for either language (because there is no text) should we send 1 with a label that states "included in both English and Spanish systems)? I'm concerned with the amount of space the ESC's will have for all the physical products and am trying to think of ways to shrink the samples without compromising the integrity of the program.

ANSWER: Yes, it is acceptable to send one copy of an identical item that is included in the English and Spanish prekindergarten systems if the item is identical and clearly marked as included in both submissions.

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QUESTION: I'm working on the Spanish revised correlations. In Domain II, Skill A there is an outcome with two breakouts in Spanish, but the same outcome has three breakouts in the English version.

I just want to be sure that the omission of the third breakout is intentional for the Spanish version. I expected it to be a direct transfer of the English version.

ANSWER: The English TPG contain standards that are specific to English language learners in English-only settings. These standards do not appear in the Spanish TPG.

QUESTION: We understand we need to have a copyright on each product. Can it be on the back cover?

ANSWER: No, the *Manufacturing Standards and Specifications for Textbooks* require that the copyright notice be located on the title page or page immediately following. The full ISBN and the printing symbol, identifying the particular impression and the year printed, must be printed on the same page as the copyright notice.

QUESTION: Can prekindergarten systems materials under *Proclamation 2021* can be used for Pre-K programs for three-year-old children?

ANSWER: That is a district decision. The state review panels will determine standards alignment using the end-of-year outcomes for four-year-old children.

QUESTION: Please confirm the following:

1. We have to provide every component ("complete version") to the TEA, ESCs, and the SRP by April 6, 2020.
2. Even free components need to be sampled.

ANSWER: Everything that you intend to provide to districts that purchase your product must be included in the pre-adoption sample provided to TEA and each of the ESCs.

QUESTION: Please clarify how you define:

1. "Format" of final product

2. "Representative" sample.

We are also wondering what would be expected in a "representative sample" should a district or board member request it.

ANSWER: The format of the final product should be exactly what a district that orders your materials would receive. A representative sample may include images or descriptions of items such as blocks, puppets, etc.