

May 18, 2020

SUBJECT: Texas Resource Review Response to Rubric Working Group Feedback

On March 5, 2020, two groups of educators from across the state convened at Region 19 and Region 20 to assist in the development of Texas Resource Review rubrics. These rubrics will be used to evaluate the quality of instructional materials in Spanish. Working group participants reviewed drafts of the Spanish Prekindergarten Systems rubric and Spanish Foundational Literacy (K-2) rubric and provided detailed feedback. Much of the participants’ feedback applied to both rubrics reviewed at the working groups, as well as the Spanish Language Arts and Reading K-6 rubrics that were under development. The chart below provides a summary of working group participant feedback and how this feedback was incorporated into the development of all draft Spanish instructional materials quality rubrics posted for public comment.

Working Group Participant Feedback	TEA Response to Feedback and Rationale
Cross-linguistic transfer: Instructional materials that are to be used in a bilingual setting must support teachers in understanding the connections between the languages and how to support students in understanding these connections.	TEA included a section in all Spanish instructional materials rubrics called “Bilingual Program Model Considerations.” In this section, TEA added guidance to evaluate materials on how they highlight opportunities to make cross-linguistic connections. This aligns to best practices in bilingual education.
Culturally relevant texts: The rubric should specifically include culturally relevant texts as an indicator of quality.	Within the “Bilingual Program Model Considerations” section, there is an indicator that measures whether materials in Spanish are authentic and culturally relevant. In addition, TEA included culturally relevant texts as guidance for the indicator on high-quality texts. Including this guidance in multiple places in the rubric will ensure that reviewers include sufficient evidence related to this feedback.
Spanish foundational literacy skills: The rubrics should explicitly name some of the features of Spanish foundational literacy that differ from English foundational literacy.	TEA revised and added multiple references to Spanish foundational literacy skills in response to this feedback. For example, in the Prekindergarten rubric in Section 5: Emergent Literacy, Reading Domain, now includes an evaluation of the specific characteristics of Spanish phonics (syllabication) and their implications when teaching phonological awareness. In the Foundational Literacy rubric, Section 3: Foundations of Reading and Writing now includes “planned and systematic instruction in blending phonemes to form syllables” under indicator 3.C.1 on phonemic awareness.
Transadaptation and Translation: Teacher and student materials should be in authentic and	TEA revised an indicator in the “Bilingual Program Model Considerations” section to include quality transadaptations and explicitly state that materials should not be direct translations.

academic Spanish or quality transadaptations, not direct translations.	
Research: Cited research in instructional materials should be based on language acquisition, not just language development.	TEA revised guidance within the “Bilingual Program Model Considerations” section to include an evaluation of research as current and relevant to Spanish literacy development and second language development and acquisition. This ensures that both Spanish literacy and biliteracy are considered in the evaluation of quality of research cited.
Translanguaging: Materials must allow for translanguaging – students responding to a question in a different language than which is was asked (ie. in their native language).	TEA added translanguaging specifically to the Prekindergarten rubric in Section 4: Language and Communication Domain. A high-quality bilingual prekindergarten program uses one language to build vocabulary in the other language. This is sometimes referred to as “code-switching.”
English Learners (ELs): The term “English Learners” should be replaced with the term “language learners” or “emergent bilinguals.”	TEA uses the term English Learners (ELs) in the Program Implementation Rubrics for Transitional Bilingual Education and Dual Language Immersion program models. This term, since the passage of the Every Student Succeeds Act (ESSA), has provided a common language at the federal and state level and consistency across various state and federal initiatives.
Bridging Activities: The Bilingual Program Model Considerations section should specifically mention bridging activities.	TEA revised this section to better measure the connection between content presented in each language. This includes cross-linguistic transfer and an explanation of cognates. Bridging activities are specific examples that reviewers could cite as evidence in their reviews of the instructional materials.

Contact TexasResourceReview@tea.texas.gov with questions related to the Texas Resource Review rubric, Texas Resource Review website, www.TexasResourceReview.gov, or the quality review process.