

October 18, 2019

**SUBJECT: Texas Resource Review Response to Rubric Feedback**

This memo provides a sampling of changes made to the ELAR quality rubrics based on the feedback received from stakeholders. The main changes to the rubrics focused on greater alignment with the intent and language of the ELAR TEKS and providing more clarity around implementation supports. The final rubrics used to evaluate ELAR instructional materials as part of the Texas Resource Review are now posted on the TEA website.

Written into statute in 2017 (Texas Education Code § 31.081 and § 31.082), TEA will conduct an independent analysis of instructional materials to evaluate their quality. The resulting reviews will provide local education agencies (LEAs) across Texas with free, clear, and user-friendly information about the quality of materials, which LEAs may choose to use as part of their local review processes.

As a part of this process, the agency will ensure the definition of quality is transparently communicated via Texas Resource Review rubrics that will be used to assess all instructional materials. The rubrics are customized based on content area and grade band with some commonalities across all rubrics. Development of the ELAR rubrics occurred in three phases:

- **Phase I: Initial Draft.** TEA began with the TEKS to develop a draft of the grade-band specific ELAR rubric. TEA shared the initial draft rubric with SBOE members, regional administrators, and focus groups of Texas school districts. The rubric was then posted for public comment through multiple TEA lists. During this phase, TEA shared the rubric with publishers and conducted webinars and individual calls to gather feedback. The efforts resulted in feedback from more than 450 individuals.
- **Phase II: Pilot Quality Review.** TEA conducted a pilot review for ELAR 3-8 that resulted in further refinement of rubrics. Ten regional Educational Service Centers (ESC) and 30 pilot districts convened to review the results of the quality reviews. Feedback gathered in the pilot resulted in additional rubric revisions.
- **Phase III: Full Launch.** TEA conducted calls with publishers, ESC staff, field experts, and educational organizations to review rubric revisions and solicit additional feedback. Rubrics were finalized, reviewed, and approved by TEA.

**Subset of Notable Changes Made to Rubrics Based on Stakeholder Feedback**

The table below details notable changes made globally to all three rubrics (K-2, 3-8, English I-IV), based on stakeholder feedback.

Feedback	Draft Rubric Language	Final Language After Stakeholder Feedback
Indicators regarding text types should be revised to more closely align with the TEKS.	Language regarding text type <ul style="list-style-type: none"> <li>• Materials include texts of contemporary, classic, and traditional literature from Western Civilization, as well as various cultural settings of relevance to Texas students.</li> </ul>	Revised language to mirror TEKS: <ul style="list-style-type: none"> <li>• Materials include increasingly complex traditional, contemporary, classical, and diverse texts.</li> </ul>

Feedback	Draft Rubric Language	Final Language After Stakeholder Feedback
<p>The rubric should include “thinking” to more closely align with the TEKS.</p>	<p><b>III. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, and Research</b>  Materials include instruction and practice for the grade specific skills of reading, composition, speaking and listening. Materials provide questions and tasks for students to both develop and deepen comprehension of texts and topics. Students demonstrate grade-level literacy skills through reading, writing, listening, and speaking opportunities that require use of text evidence for response. Materials contain meaningful, interconnected questions and tasks that build student knowledge. Tasks integrate reading, writing, speaking, and listening (including components of vocabulary, syntax, and fluency, as needed) and provide opportunities for increased independence.</p>	<p><b>III. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, Thinking, Inquiry and Research</b>  Materials include instruction and practice for the grade and grade-band-specific skills of reading, writing, speaking, listening, and <b>thinking</b>. Materials provide questions and tasks for students to both develop and deepen comprehension of texts and topics. Students demonstrate grade-level literacy skills through reading, writing, speaking, <b>listening, and thinking opportunities</b> that require use of text evidence for response. Materials contain interconnected questions and tasks that build student knowledge. Tasks integrate reading, writing, speaking, listening, and <b>thinking</b> (including components of vocabulary, syntax, and fluency, as needed) and provide opportunities for increased independence.</p>
<p>Indicators should have added specifics for individual grade levels to align with the TEKS.</p>	<p>III.b.4: Materials include practice for students to write legibly in cursive.</p>	<p>III.b.4: Materials include practice for students to write legibly in print (K-1) and cursive (Grade 2).</p>
<p>The rubric should call out the strands of the TEKS.</p>	<p>Integration was spiraled throughout the rubric:</p> <ul style="list-style-type: none"> <li>III.a.1 guidance: Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS.</li> </ul>	<p>Created two new sub-sections in Section III to ensure alignment with intent of ELAR TEKS was captured including the importance of inquiry and research (III.d) and integration (III.e) throughout instructional materials.</p>

Feedback	Draft Rubric Language	Final Language After Stakeholder Feedback
The scaffolding and spiraling of standards leading to mastery should be reflected in the rubric to support the integrated nature of the TEKS.	N/A	Created III.e.2: <ul style="list-style-type: none"> <li>• provide spiraling and scaffolded practice. <ul style="list-style-type: none"> <li>○ Materials support distributed Materials practice over the course of the year.</li> <li>○ Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.</li> </ul> </li> </ul>
Sections V and VI should include language on formative and summative assessments.	N/A	N/A Formative and summative assessments information and look-fors are included in reviewer guidance.
Language about teacher work in the introduction is subjective.	Materials require VERY LITTLE WORK on the part of the teacher ensure the materials support rigorous grade-level instruction.	N/A Language removed.

For reference, both the original and final rubrics can be found at the links below:

- [Pilot rubric for ELAR 3—8](#)
- [Final TRR rubric for ELAR K—2](#)
- [Final TRR rubric for ELAR 3—8](#)
- [Final TRR rubric for English I-IV](#)

Contact [TexasResourceReview@tea.texas.gov](mailto:TexasResourceReview@tea.texas.gov) with questions related to the Texas Resource Review rubric, Texas Resource Review Website (also known as the Instructional Materials Portal, IMP), or the quality review process.