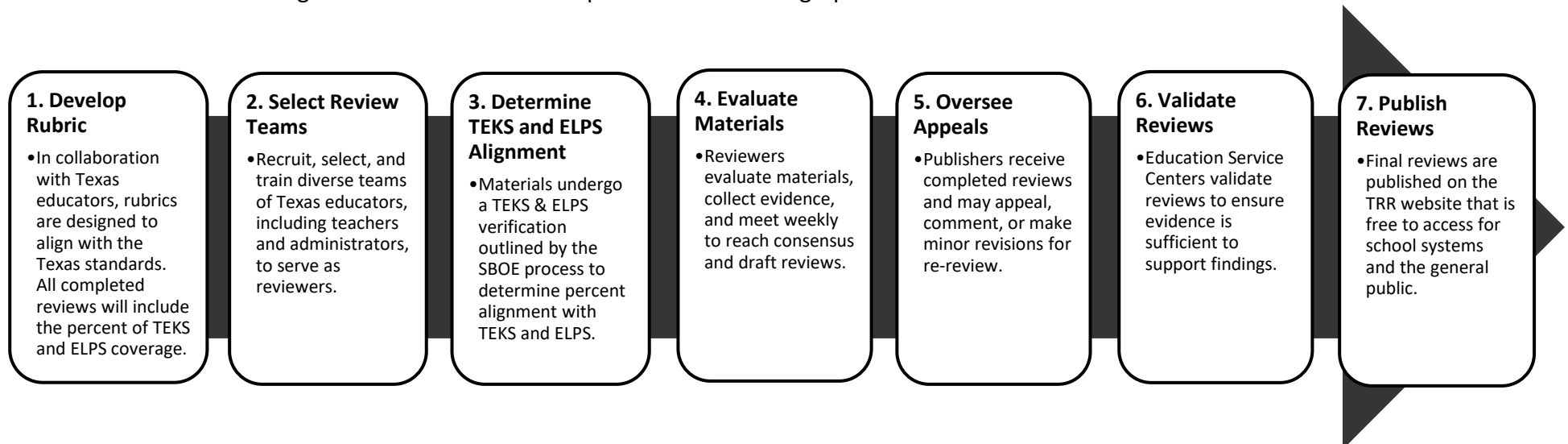# Texas Resource Review (TRR)
Spanish Language Arts and Reading (SLAR) K – 2

Top performers in many fields note that the best way to increase productivity is to improve tools. For Texas school districts and schools, this means selecting high-quality instructional materials is critical to improving student achievement. This notion is backed by a growing body of research showing that using high-quality instructional materials is one of the most successful and cost-effective ways to improve student outcomes. Districts often find that determining the quality of materials that are the best fit for their students is a time intensive and uncertain process. This leaves many districts asking, "How can we give our classrooms better resources?"

To help districts answer this question, in 2017, the Texas legislature instructed the Texas Education Agency to facilitate an independent analysis of the quality of instructional materials (Texas Education Code § 31.081 and § 31.082). This process, called the Texas Resource Review (TRR), will empower and strengthen local decision-making and make it easier for educators at all levels to attend to the specific, unique needs of their students. Local Education Agencies (LEAs) will have complete autonomy to decide if and how they use the reviews as part of their local review and adoption processes.

Overview of the Process

A series of steps will be completed to ensure reviews provide districts with clear, transparent, and user-friendly information about the quality of instructional materials. A high-level overview of the steps is included in the graphic below:
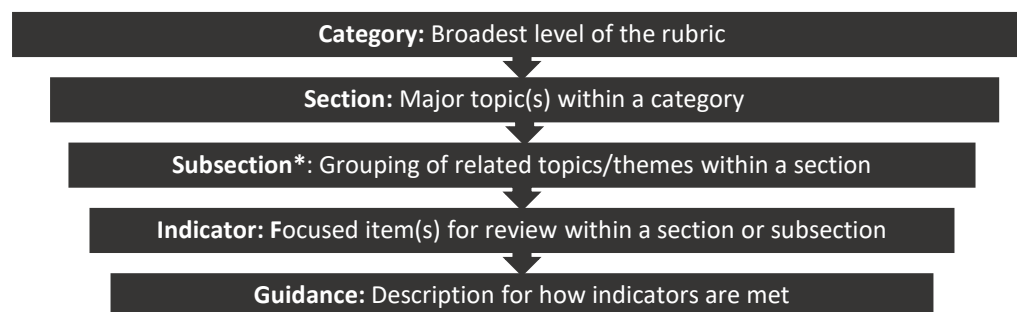
1. Develop Rubric
- In collaboration with Texas educators, rubrics are designed to align with the Texas standards. All completed reviews will include the percent of TEKS and ELPS coverage.

2. Select Review Teams
- Recruit, select, and train diverse teams of Texas educators, including teachers and administrators, to serve as reviewers.

3. Determine TEKS and ELPS Alignment
- Materials undergo a TEKS & ELPS verification outlined by the SBOE process to determine percent alignment with TEKS and ELPS.

4. Evaluate Materials
- Reviewers evaluate materials, collect evidence, and meet weekly to reach consensus and draft reviews.

5. Oversee Appeals
- Publishers receive completed reviews and may appeal, comment, or make minor revisions for re-review.

6. Validate Reviews
- Education Service Centers validate reviews to ensure evidence is sufficient to support findings.

7. Publish Reviews
- Final reviews are published on the TRR website that is free to access for school systems and the general public.

Overview of the Rubric Design

Rubric Structure

The rubric is arranged by category, section, subsection, indicator, and guidance. The categories are the broadest level of the rubric and serve as its foundation. Within each category are nested sections, subsections, indicators, and guidance that provide additional details and greater clarity for review items.
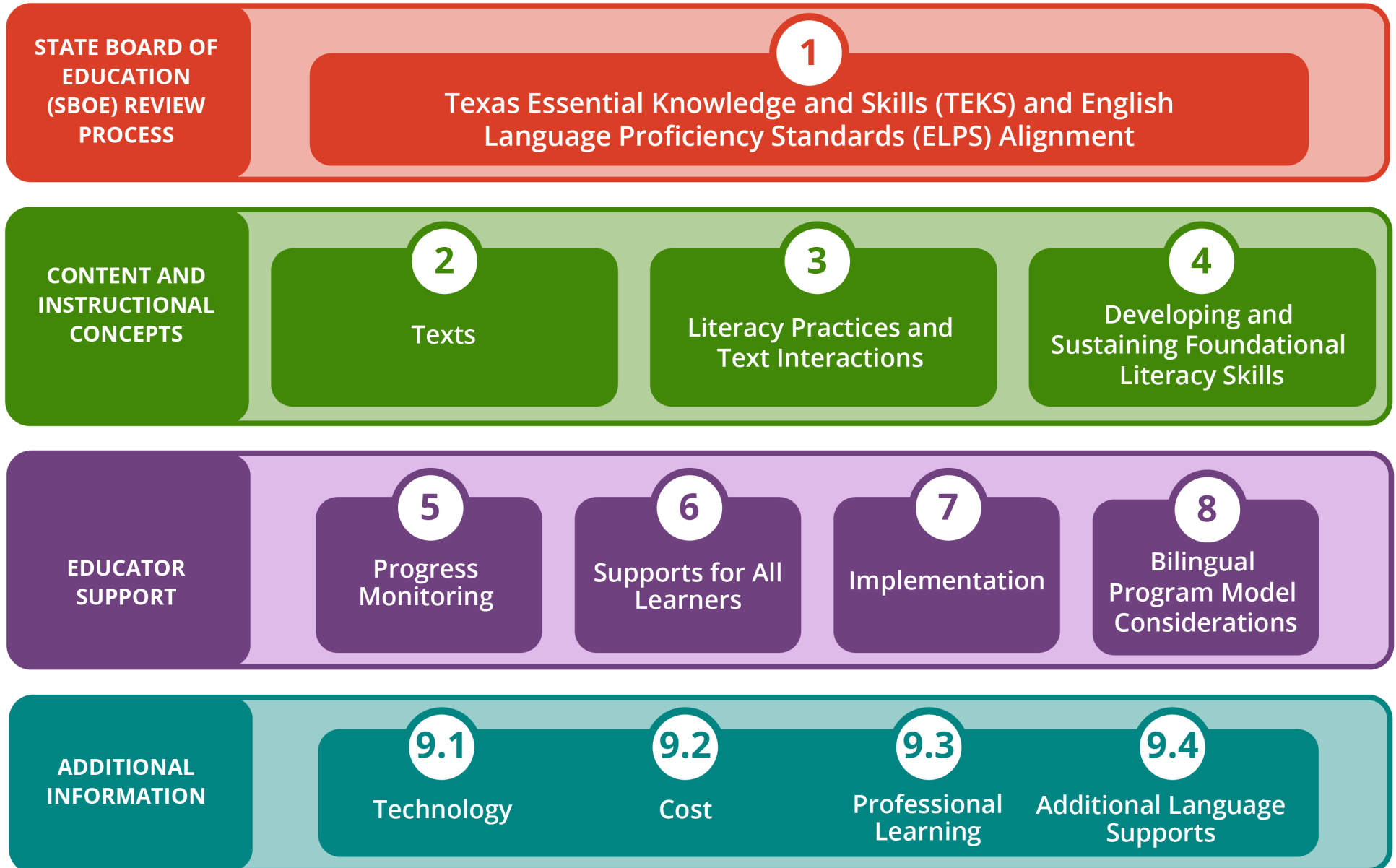
*Note: Not all sections contain subsections

Category: Broadest level of the rubric

Section: Major topic(s) within a category

Subsection*: Grouping of related topics/themes within a section

Indicator: Focused item(s) for review within a section or subsection

Guidance: Description for how indicators are met

Categories

The rubric's categories inform LEAs about essential components of instructional material products.

Category	Description
State Board of Education (SBOE) Review	This category focuses on the SBOE's TEKS and ELPS alignment review of instructional materials. The TRR compliments the SBOE review process and presents its results in the overall quality report. The SBOE review process results in a percentage of TEKS and ELPS coverage and establishes if materials meet or do not meet requirements for state adoption.
Content and Instructional Concepts	This category focus on **how well** standards are addressed by instructional materials. Sections within this category evaluate guidance for effective teaching and learning specific to the content.
Educator Supports	This category focuses on aspects of instructional materials that directly relate to tools and resources for supporting instruction. Sections within this category focus on the **guidance and support** students and educators need to ensure all students learn and succeed.
Additional Information	This category provides information on technology, cost, professional learning, and additional language supports as shared by the publisher.

Spanish Language Arts and Reading Rubric
Grades K-2

Texas Resource Review

TEA Texas Education Agency

Reviewers will navigate through the rubric based on the categories below and focus on sections within each category to evaluate the quality of instructional materials.

STATE BOARD OF EDUCATION (SBOE) REVIEW PROCESS

1 Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

CONTENT AND INSTRUCTIONAL CONCEPTS

2 Texts

3 Literacy Practices and Text Interactions

4 Developing and Sustaining Foundational Literacy Skills

EDUCATOR SUPPORT

5 Progress Monitoring

6 Supports for All Learners

7 Implementation

8 Bilingual Program Model Considerations

ADDITIONAL INFORMATION

9.1 Technology

9.2 Cost

9.3 Professional Learning

9.4 Additional Language Supports

Scoring Methodology

Quality evaluations are intended to support LEAs in making decisions that best meet their local context. To provide LEAs clear, transparent, and user-friendly information, instructional materials are scored points at the indicator level and then totaled for the section. A percentage score is calculated based on the points awarded for each section. Each score value is supported by evidence collected, the evidence is published in final reports. Sections within the rubric are scored based on the table below.

SLAR Grades K – 2 Scoring

The following provides an overview of the scoring methodology proposed to support LEAs in their review, adoption, and purchasing decisions.

Category	Section	Number of Indicators	Total Possible Points	Display on Report
SBOE Review Process	1. TEKS and ELPS Alignment	N/A	Meets/Does Not Meet SBOE Criteria	%TEKS % ELPS
Content and Instructional Concepts	2. Texts	3 indicators	12 points	% of total section points
	3. Literacy Practices and Text Interactions	13 indicators	46 points	% of total section points
	4. Developing and Sustaining Foundational Skills	6 indicators	24 points	% of total section points
Educator Support	5. Progress Monitoring	3 indicators	6 points	% of total section points
	6. Supports for All Learners	3 indicators	6 points	% of total section points
	7. Implementation	5 indicators	8 points	% of total section points
	8. Bilingual Program Model Considerations	3 indicators	6 points	% of total section points
Additional Information	9. Additional Information: Technology, Cost, Professional Learning, and Additional Language Supports	N/A	No point value	Information Provided

① Texas Essential Knowledge and Skills and English Language Proficiency Standards Alignment

State review panel members review instructional materials to determine the extent to which the TEKS and ELPS are covered and to identify factual errors. To be eligible for adoption, instructional materials must meet at least 50% of the TEKS and 100% of the required ELPS in the **components intended for student use** and the **components intended for teacher use**, be free from factual error, meet manufacturing specifications, be suitable for the intended course and grade level, and be reviewed by academic experts. The review results in four outputs related to the percentage of TEKS and ELPS present in materials designed for teacher and student use as seen below: Student TEKS, Teacher TEKS, Student ELPS, and Teacher ELPS. **All** materials must be reviewed for TEKS & ELPS Alignment.

Category	Student TEKS	Teacher TEKS	Student ELPS	Teacher ELPS
Does Not Meet SBOE Requirement	<50%	<50%	<100%	<100%
Meets Minimum SBOE Requirement	50-79%	50-79%	100%	100%
TEA Recommended Percentages	80%+	80%+	100%	100%

❷ Texts (what students read, see, and hear)

Materials must include a wide variety and range of high-quality literary, informational, persuasive, and multimodal and digital texts that are appropriately challenging for the grade.

	Indicator	Guidance	Scoring
2.1	Materials include **high-quality texts** for SLAR instruction and cover a range of student interests.	• The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines. • Texts include content that is engaging to K-1-2 students. • Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts.	0/2/4
2.2	Materials include a **variety of text types and genres** across content that meet the requirements of the TEKS for each grade level.	• Materials include opportunities for students to recognize characteristics and structures of literary and informational texts. • Materials include opportunities for students to recognize characteristics of persuasive texts, (e.g., stating what the author is trying to persuade the reader to think or do and distinguishing fact from opinion). • Materials include informational and persuasive texts that are connected to science and social studies topics in the TEKS for grades K-2. • Materials include opportunities for students to analyze the use of print and graphic features of a variety of texts. • Materials include opportunities for students to recognize characteristics of multimodal and digital texts.	0/2/4
2.3	Texts, including read-aloud texts in K-2 and shared reading in Grade 2, are appropriately challenging, and are at an **appropriate level of complexity** to support students at their grade level.	• Texts and the series of texts connected to them, including read-aloud and shared reading texts, are accompanied by a text complexity analysis provided by the publisher. • Texts are at the appropriate quantitative levels and qualitative features for the grade level. • Read-aloud and shared reading texts are above the complexity level of what students can read independently.	0/2/4
		Total Points Possible:	12

❸ Literacy Practices and Text Interactions

Reading, Writing, Speaking, Listening, Thinking, Inquiry, and Research
Materials include instruction and practice for the grade and grade-band-specific skills of reading, writing, speaking, listening, and thinking. 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, listening, and thinking opportunities 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 thinking (including components of vocabulary, syntax, and fluency, as needed) and provide opportunities for increased independence.

3.A Reading: Questions and Tasks

Indicator	Guidance	Scoring
3.A.1 Materials contain questions and tasks that support students in **synthesizing knowledge and ideas** to deepen understanding and identify and explain **topics and themes.**	• Most questions and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information. • Most formal and informal assignments and activities focus on texts students are reading/listening to and require close attention to the meaning and inferences as students demonstrate comprehension. • Questions and activities grow students' understanding of topics and literacy skills over the course of each unit. • Materials provide opportunities for students to evaluate and discuss information from multiple places within a text. • Materials make connections to personal experiences, ideas in other texts, and society.	0/2/4

3.A.2 Materials contain questions and tasks that require students to **evaluate the language, key ideas, details, craft, and structure of individual texts.**	• Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to
	  ○ analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
	  ○ compare and contrast the stated or implied purposes of different authors' writing on the same topic;
	  ○ analyze the author's choices and how they influence and communicate meaning (in single and across a variety of texts);
		0/2/4

		○ make and correct or confirm predictions using text features, characteristics of genre, and structures with and without adult assistance; and ○ study the language within texts to support their understanding.	

3.A.3	Materials include a cohesive, year-long plan for students to interact with and build key **academic vocabulary** in and across texts.	• Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts. • Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.	0/2/4
3.A.4	Materials include a clearly defined plan to support and hold students accountable as they engage in **self-sustained reading.**	• Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading. • Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.	0/1

3.B Writing

Indicator		Guidance	Scoring

3.B.1	Materials provide support for students to **compose** across text types for a variety of purposes and audiences.	• Materials provide students opportunities to write literary texts for multiple purposes and audiences:
		  o Students dictate or write poetry using poetry elements (1-2).
		  o Students dictate or write personal narratives that convey their thoughts and feelings about an experience (K-2).
		• Materials provide students opportunities to write informational texts (K-2):
		  o Students dictate or write procedural texts (1-2).
		  o Students dictate or write reports about a topic (2).
		• Materials provide students opportunities to practice correspondence:
		  o Students dictate or write thank you notes and letters (1-2).
			0/2/4

3.B.2	Materials engage students in the **writing process** to develop **text in oral, pictorial, or written form**.	• Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text:
		  o Students utilize drawing and brainstorming to generate drafts.
		  o In K-1, students plan and organize their drafts by speaking, drawing, or writing.
		  o In Grade 2, students organize drafts by writing based on an idea and details.
		  o In Kindergarten, students edit drafts with adult assistance.
			0/2/4

3.B.3	Over the course of the year, students are provided opportunities to apply **grade-level standard Spanish conventions** to their writing.	• Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar. • Grammar, punctuation, and usage are taught systematically, both in and out of context.	0/2/4
3.B.4	Materials include practice for students to **write legibly in print (K-1)** and **cursive (Grade 2).**	• Materials include instruction in print (K-1) and cursive (Grade 2) handwriting for students in the appropriate grade(s). • Materials include a plan for procedures and supports for teachers to assess students' handwriting development.	0/1

3.C Speaking and Listening

Indicator		Guidance	Scoring
3.C.1	Materials support students' **listening and speaking about texts.**	• Materials provide opportunities for students to listen actively and to ask questions to understand information. • Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the topics they are discussing.	0/2/4
3.C.2	Materials engage students in **collaborative discussions.**	• Materials provide consistent opportunities for students to engage in discussion. • Materials provide opportunities for students to practice grade-appropriate speaking skills using the standard conventions of ~~English~~ Spanish language. • Materials provide opportunities for students to develop social communication skills that are appropriate to their grade level.	0/2/4

3.D Inquiry and Research

	Indicator	Guidance	Scoring
3.D.1	Materials engage students in both **short-term and sustained recursive inquiry** processes for different purposes.	• Materials support instruction for students to ask and generate general questions for inquiry with adult assistance. • Materials support instruction for students to generate and follow a research plan with adult assistance. • Materials support students in identification of relevant sources based on their questions with adult assistance (K-1). • Materials support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research (K-1).	0/2/4

3.E Integration of SLAR Skills

	Indicator	Guidance	Scoring
3.E.1	Materials contain **interconnected tasks** that build student knowledge.	• Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. • Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, comprehension, and syntax; and provide opportunities for increased independence.	0/2/4
3.E.2	Materials provide **spiraling and scaffolded practice.**	• Materials support distributed practice over the course of the year. • Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.	0/2/4
		Total Points Possible:	46

❹ Developing and Sustaining Foundational Literacy Skills

Materials follow a sequence of appropriate foundational skills instruction indicated by the TEKS while providing abundant opportunities for every student to become proficient in each of the foundational skills.

	Indicator	Guidance	Scoring
4.1	Materials provide explicit instruction in **print concepts** and opportunities for student practice (K-1 only).	• Materials provide explicit instruction in print awareness and connect print awareness to books/texts. • Materials provide opportunities for students to connect print awareness knowledge to texts.	0/2/4
4.2	Materials provide explicit instruction in **phonological skills** and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K-1 only).	• Materials provide opportunities for students to practice oral language activities. • Materials provide explicit instruction in each newly taught sound and sound pattern. • Materials provide opportunities for students to practice each newly taught sound/phoneme and syllable pattern. • Materials provide opportunities for students to practice blending spoken phonemes to form syllables and syllables to form multisyllabic words. • Materials provide opportunities for students to practice segmenting spoken words into individual syllables and to manipulate syllables to form new words.	0/2/4
4.3	Materials provide explicit systematic instruction in **phonetic knowledge** and opportunities for students to practice both in and out of context (K-2).	• Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for ample student practice to achieve grade-level mastery. • Materials systematically develop knowledge of grade-level phonics patterns as addressed in the TEKS for grades K-2. • Materials provide opportunities for students to apply grade-level phonetic knowledge to connected texts (e.g., decodable reader) and tasks. • Materials include building spelling knowledge as identified in the TEKS.	0/2/4

4.4	Materials provide frequent opportunities for students to practice and develop **fluency** while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody. (Grades 1-2 only)	• Materials include explicit instruction in fluency, including rate, accuracy, and prosody. • Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.	0/2/4
4.5	Materials include **placement (diagnostic) assessments** and provide information to assist in foundational skills instruction (K-2).	• Materials include support and direction for teachers to assess students' growth in and mastery of foundational skills (e.g., skill gaps in phonetic knowledge). • Assessments yield meaningful information for teachers to use when planning small group instruction and differentiation.	0/2/4
4.6	Materials regularly and systematically offer **assessment opportunities** that genuinely **measure student progress** as indicated by the program scope and sequence (K-2).	• Materials support teachers with guidance and direction to respond to individual students' literacy needs, based on assessments appropriate to the grade level. • Materials include assessment opportunities to assess student understanding of print concepts (K-1). • Materials include assessment opportunities to assess student understanding of phonological awareness (K-1). • Materials include assessment opportunities to assess student understanding of phonetic knowledge (K-2). • Materials include assessment opportunities to assess student reading fluency (1-2).	0/2/4
		Total Points Possible:	24

⑤ Progress Monitoring

Materials provide frequent, strategic opportunities to monitor and respond to student progress toward development of appropriate grade level and content skill development.

	Indicator	Guidance	Scoring
5.1	Materials include **developmentally-appropriate diagnostic tools** (e.g. formative and summative progress monitoring) and guidance for teachers, students, and administrators to **monitor progress**.	• Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal). • Materials provide guidance to ensure consistent and accurate administration of diagnostic tools. • Materials include tools for students to track their own progress and growth. • Materials include diagnostic tools to measure all content and process skills for SLAR K-2, as outlined in the TEKS.	0/1/2
5.2	Materials include guidance for teachers and administrators to **analyze and respond to data from diagnostic tools**.	• Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level. • Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation. • Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data. • Materials provide guidance for administrators to support teachers in analyzing and responding to data.	0/1/2
5.3	Materials include **frequent, embedded opportunities** for monitoring progress.	• Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress. • Frequency of progress monitoring is appropriate for the age and content skill.	0/1/2
		Total Points Possible:	6

❻ Supports for All Learners

Materials provide guidance and support that help teachers meet the diverse learning needs of all students.

	Indicator	Guidance	Scoring
6.1	Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.	• Materials provide recommended targeted instruction and activities for students who have not yet mastered the content. • Materials provide recommended targeted instruction and activities for students who have mastered content. • Materials provide additional enrichment activities for all levels of learners.	0/1/2
6.2	Materials provide a variety of instructional methods that appeal to a **variety of learning interests and needs**.	• Materials include a variety of instructional approaches to engage students in mastery of the content. • Materials support developmentally appropriate multimodal instructional strategies (e.g. visual, auditory, kinesthetic, tactile, etc.) • Materials support flexible grouping (e.g. whole, small, individual). • Materials support multiple types of practices (e.g. guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.	0/1/2
6.3	Materials include supports for **English Learners (ELs)** to meet grade-level learning expectations.	• Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency. • Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).	0/1/2
		Total Points Possible:	6

	7 Implementation

Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.

	Indicator	**Guidance**	**Scoring**
7.1	Materials include **year-long plans with practice and review** opportunities that support instruction.	• Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year. • Materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.	0/1/2
7.2	Materials include **implementation support for teachers and administrators**.	• Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels. • Materials include supports to help teachers implement the materials as intended. • Materials include resources and guidance to help administrators support teachers in implementing the materials as intended. • Materials include a school year's worth of instruction, including realistic pacing guidance and routines.	0/1/2
7.3	Materials **provide implementation guidance** to meet variability in programmatic design and scheduling considerations.	• Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression. • Materials are designed in a way that allow LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.	0/1/2
7.4	Materials provide guidance on **fostering connections between home and school.**	• Materials support development of strong relationships between teachers and families. • Materials specify activities for use at home to support students' learning and development.	0/1/2

7.5	The visual design of student and teacher materials (whether in print or digital) is **neither distracting nor chaotic.**	• Materials include appropriate use of white space and design that supports and does not distract from student learning. • Pictures and graphics are supportive of student learning and engagement without being visually distracting.	0/1/2
		Total Points Possible:	10

⑧ Bilingual Program Model Considerations

Materials provide supports for use in bilingual education programs. Bilingual program model refers to the four approved bilingual education program models in Texas: early exit transitional, late exit transitional, one-way dual language, and two-way dual language.

Indicator		Guidance	Scoring
8.1	Materials provide clear guidance specific to **bilingual program model.**	• Materials support bilingual teachers with implementation within transitional or dual language immersion programs. • Materials include guidance on which program components fulfill daily linguistic and academic requirements within a transitional or dual language components. • Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.	0/1/2
8.2	Materials support teachers in understanding the **connection between content presented in each language** and provide guidance on how to help students understand this connection.	• Materials highlight opportunities for students to make cross-linguistic connections. • Materials allow for the introduction of concepts in one language and continuation (not repetition) of the study of the concept in the other language in the next lesson. • Materials include explanation of cognates to support teacher and student understanding and application of the connection between the languages.	0/1/2
8.3	Materials in Spanish are **authentic and culturally relevant**.	• Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations.	0/1/2
		Total Points Possible:	6

❾ Additional Information

The following information will appear on the Texas Resource Review website, providing additional information about the set of materials being reviewed.

	Indicator	Guidance	Scoring
9.1	**Technology** components are identified per the information requirement checklist.	• Technology checklist is completed.	NOT SCORED
9.2	**Cost** worksheet completed.	• Cost worksheet is completed.	NOT SCORED
9.3	**Professional learning** opportunities meet criteria for implementation.	• Professional learning indicators built by TEA.	NOT SCORED
9.4	**Additional language supports** worksheet completed.	• Additional language worksheet is completed.	NOT SCORED
		Total Points Possible:	N/A

Note: TEA is currently developing a Glossary of Terms and Supporting Research List for each newly developed rubric. As part of the development process, TEA will work in coordination with relevant educator associations and councils to gather input and feedback.