

Texas Resource Review (TRR)

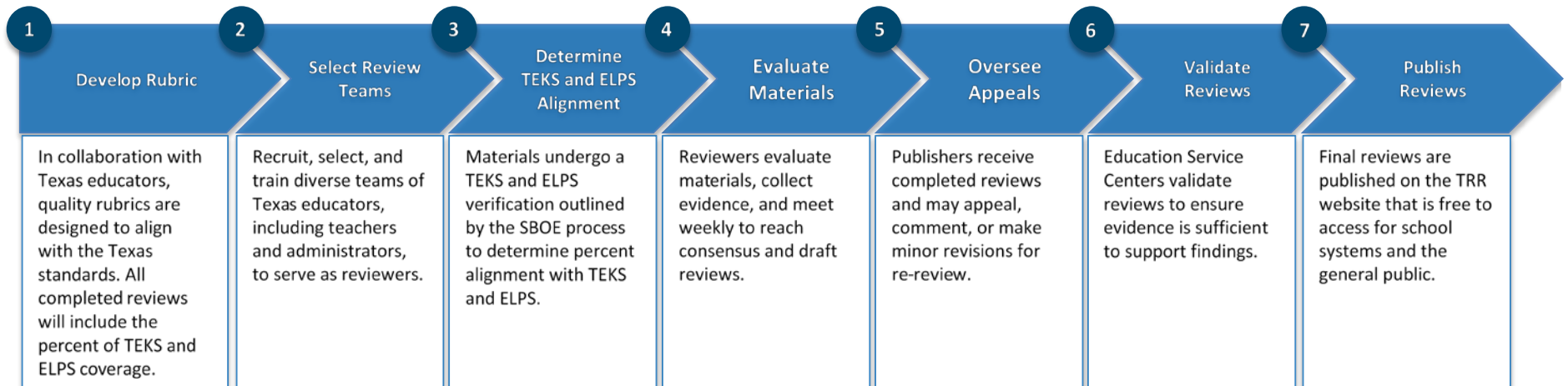
English Language Arts and Reading Rubric English I-IV

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:



Overview of Rubric Sections

The quality rubric is made up of several sections outlined in the graphic on the next page. These sections are the broadest level of the rubric and can be thought about as the “forest view.” Within each section, there are a series of indicators that make up the details of that section. These indicators can be thought about as the “trees” that make the “forest.” Throughout this document, sections and indicators are organized in the format shown to the right.

Section X: Title		
Indicator	Scoring	Guidance for Texas Quality
X.1 - Description	Points	Additional guidance
X.2 - Description	Points	Additional guidance
Total Points Possible in Section		

Section 1: SBOE Process

The quality review process is designed to enhance and support the SBOE’s established adoption process, the TEKS and ELPS alignment review (commonly referred to as TEKS alignment or TEKS coverage). All materials that are reviewed for quality will also complete the TEKS alignment review, which results in a percentage of TEKS coverage for a specific set of materials. Products that did not go through the SBOE’s proclamation cycle will be reviewed for TEKS alignment by a state review panel as a part of the quality review process. This will ensure all products are evaluated for TEKS alignment. In the rubric, the outputs of the TEKS alignment review are captured in Section 1 and demonstrate what standards are met. To support this information, Sections 2 – 4 of this rubric are designed to capture how well the standards are addressed.

Sections 2-4: Content and Instructional Concepts

Similar to the importance of TEKS coverage, these sections are the critical foundation of all programs and are therefore considered non-negotiable in the quality review process, meaning they are critical for student learning success across all districts, regardless of local context. Additional information is provided in the scoring methodology section of document.

Sections 5-6: Educator Supports

These sections are important to consider at the local district and school level and therefore categorized as context-specific. Information from these sections gives LEAs the opportunity to consider the specific, unique needs of their teacher and student populations and empowers LEAs to choose a program that best fits their local context. Additional information is provided in the scoring methodology section of this document.

Section 7: Additional Information

The information included in this section is not scored. It is collected from publishers to provide LEAs with additional information they may need when making adoption and purchasing decisions.


ELAR Quality Rubric – English I - IV

Reviewers will use a quality rubric based on the seven sections below to evaluate instructional materials for quality. Each section is made up of a series of indicators for which reviewers will find evidence in the material they are evaluating.




1. TEKS & ELPS Alignment

SECTION 1:
SBOE Process



2. Quality of Text



3. Response to Text




4. Foundational Skills (not applicable)

SECTIONS 2-4: Content and Instructional Concepts




5. Supports for All Learners




6. Ease of Use and Implementation

SECTIONS 5-6: Educator Supports



7.1 Technology



7.2 Cost



7.3 Professional Learning



7.4 Additional Language Supports

SECTION 7: Additional Information

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 at the indicator level and then rolled up into a section-level. Each score value is supported by evidence collected and published in final reports. Sections within the rubric are classified into different scoring types described below. The reason for scoring type classifications is to provide local school systems with guidance around how to approach reviewing each section.

Overview of Scoring Types

- **Non-negotiable** – Quality indicators are critical for student learning success across all districts, regardless of local context.
- **Context-specific** – Quality indicators help districts understand which products best support local needs.
- **Non-scoring** – Indicators provide information that is important to districts when making purchasing decisions but that does not impact quality. For this type, materials are not given a score and only information is provided.

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

Scoring Type	Section	Number of Indicators	Total Possible Points	Display on Report
Non-negotiable	1. TEKS and ELPS Alignment	N/A	Meets/Does Not Meet SBOE Criteria	%TEKS % ELPS
	2. Quality of Text	3 indicators	12 points	% of total section points
	3. Response to Text	12 indicators	45 points	% of total section points
	4. Foundational Skills	N/A	N/A	% of total section points
Context-specific	5. Supports for All Learners	3 indicators	6 points	% of total section points
	6. Ease of Use and Supports for Implementation	5 indicators	8 points	% of total section points
Non-scoring	7. Additional Information: Technology, Cost, Professional Learning, Additional Language	N/A	No point value	Information Provided

Section 1.

1. TEKS and ELPS Alignment (percent of standards met in materials)

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 51% 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.

This section is a non-negotiable for products reviewed. Materials must achieve 51% or better TEKS alignment per the SBOE process to be considered for the State Board of Education adoption list.

Category	Student TEKS	Teacher TEKS	Student ELPS	Teacher ELPS
Does Not Meet Requirement	≤50%	≤50%	<100%	<100%
Meets Minimum Requirement	51-79%	51-79%	100%	100%
Recommended Percentages	80%+	80%+	100%	100%

Section 2.

2. Texts (what students read, see, and hear)

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

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>2.1 Materials include high-quality texts for ELAR instruction and cover a range of student interests.</p>	0/2/4	<ul style="list-style-type: none"> ● The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. ● Materials include increasingly complex traditional, contemporary, classical, and diverse texts.
<p>2.2 Materials include a variety of text types and genres across content that meet the requirements of the TEKS for each grade level.</p>	0/2/4	<ul style="list-style-type: none"> ● Text types must include those outlined for specific grades by the TEKS: <ul style="list-style-type: none"> ○ Literary texts must include those outlined for specific grades. ○ Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS. ● Materials include print and graphic features of a variety of texts.
<p>2.3 Texts are at an appropriate level of complexity to support students at their grade level.</p>	0/2/4	<ul style="list-style-type: none"> ● 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.

Total Points Possible: 12 points

Section 3.

3. 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.

Scoring: This section is non-negotiable.

3.a Reading: Questions and Tasks

Indicator	Scoring	Guidance for Texas Quality
<p>3.a.1 Materials contain questions and tasks that support students in analyzing and integrating knowledge, ideas, themes, and connections within and across texts.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS. ● Questions and tasks require students to <ul style="list-style-type: none"> ○ make connections to personal experiences, other texts, and the world around them and ○ identify and discuss important big ideas, themes, and details.
<p>3.a.2 Materials contain questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Questions and tasks support students’ analysis of the literary/textual elements of texts, asking students to <ul style="list-style-type: none"> ○ 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); and ○ study the language within texts to support their understanding. ● Questions and tasks require students to study the differences between genres and the language of materials.

<p>3.a.3 Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> 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.
<p>3.a.4 Materials include a clearly defined plan to support and hold students accountable as they engage in independent reading.</p>	<p>0/1 (binary)</p>	<ul style="list-style-type: none"> 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 text and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.
<p>3.b Writing</p>		
Indicator	Scoring	Guidance for Texas Quality
<p>3.b.1 Materials provide support for students to develop writing skills across multiple text types for a variety of purposes and audiences.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes. Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues. Materials provide students opportunities to write correspondence in a professional or friendly structure. Materials provide students opportunities to write literary and/or rhetorical analyses.
<p>3.b.2 Most written tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> Materials provide opportunities for students to use evidence from texts to support their opinions and claims. Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.

<p>3.b.3 Over the course of the year, writing skills and knowledge of conventions are applied in increasingly complex contexts, with opportunities for students to publish their writing.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> Materials facilitate students’ coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. 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, and grow in depth and complexity within and across units.
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3.c Speaking and Listening

Indicator	Scoring	Guidance for Texas Quality
<p>3.c.1 Materials support students’ listening and speaking about texts.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension. Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.
<p>3.c.2 Materials engage students in productive teamwork and student-led discussions, in both formal and informal settings.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking. Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.

3.d Inquiry and Research

Indicator	Scoring	Guidance for Texas Quality
<p>3.d.1 Materials engage students in both short-term and sustained recursive inquiry processes to confront and analyze various aspects of a topic using relevant sources.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> Materials support identification and summary of high-quality primary and secondary sources. Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.

3.e Integration of ELAR Skills

Indicator	Scoring	Guidance for Texas Quality
<p>3.e.1 Materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> • Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. • Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts. • Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.
<p>3.e.2 Materials provide spiraling and scaffolded practice.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Total Points Possible: 45 points</p>		

Section 4.

4. Developing and Sustaining Foundational Literacy Skills Scoring: N/A

Indicator	Scoring	Guidance for Texas Quality
<p>Note: Reviewers will not use this section to evaluate the quality of materials for English I-IV given foundational skills are not included in TEKS for these grades. This section is kept in for alignment in numbering purposes across the K-2, 3-8, and English I-IV rubrics.</p>	N/A	<ul style="list-style-type: none"> • N/A

Section 5.

5. Supports for All Learners

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

Scoring: This section is context-specific. Quality indicators help districts understand which products best support local needs.

Indicator	Scoring	Guidance for Texas Quality
5.1 Materials include supports for students who demonstrate proficiency above grade-level .	0/1/2	<ul style="list-style-type: none"> Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills above that expected at the grade level.
5.2 Materials include supports for students who perform below grade-level to ensure they are meeting the grade level literacy standards.	0/1/2	<ul style="list-style-type: none"> Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills below that expected at the grade level.
5.3 Materials include supports for English Learners (EL) to meet grade-level learning expectations.	0/1/2	<ul style="list-style-type: none"> Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPs. Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development). Vocabulary is developed in the context of connected discourse.

Total Points Possible: 6 points

Section 6.

6. Ease of Use and Supports for Implementation

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

Scoring: This section is context-specific. Quality indicators help districts understand which products best support local needs.

Indicator	Scoring	Guidance for Texas Quality
<p>6.1 Materials include assessment and guidance for teachers and administrators to monitor progress including how to interpret and act on data yielded.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> Formative and summative assessments are aligned in purpose, intended use, and TEKS emphasis. Assessments and scoring information provide sufficient guidance for interpreting and responding to student performance. Assessments are connected to the regular content to support student learning.
<p>6.2 Materials include year-long plans and supports for teachers to identify needs of students and provide differentiated instruction to meet the needs of a range of learners to ensure grade-level success.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> Materials provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures. Plans are comprehensive and attend to differentiation to support students via many learning opportunities. Teacher edition materials include annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components. Annotations and ancillary materials provide support for student learning and assistance for teachers.
<p>6.3 Materials include implementation support for teachers and administrators.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> 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 additional supports to help teachers implement the materials as intended. Materials include additional supports to help administrators support teachers in implementing the materials as intended. Materials include a school years' worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220-day schedules.

<p>6.4 The visual design of the student edition (whether in print or digital) is neither distracting nor chaotic.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> • 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.
<p>6.5 If present, technology components included are appropriate for grade level students and provide support for learning.</p>	<p>NOT SCORED</p>	<ul style="list-style-type: none"> • Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Total Points Possible: 8 points

Section 7.

7. Technology, Cost, Professional Learning, and Additional Language Support

The following information will appear on the Texas Resource Review website for end users to provide additional information about the set of materials being reviewed.

Non-Scoring: Indicators provide information that is important to districts when making purchasing decisions but that does not impact quality.

Indicator	Scoring	Guidance for Texas Quality
7.1 Technology components are identified per the information requirement checklist.	N/A	<ul style="list-style-type: none"> Technology checklist is completed.
7.2 Cost worksheet completed.	N/A	<ul style="list-style-type: none"> Cost worksheet is completed.
7.3 Professional learning opportunities meet criteria for implementation.	N/A	<ul style="list-style-type: none"> Professional learning indicators built by TEA.
7.4 Additional language supports worksheet completed.	N/A	<ul style="list-style-type: none"> Additional language worksheet is completed.