

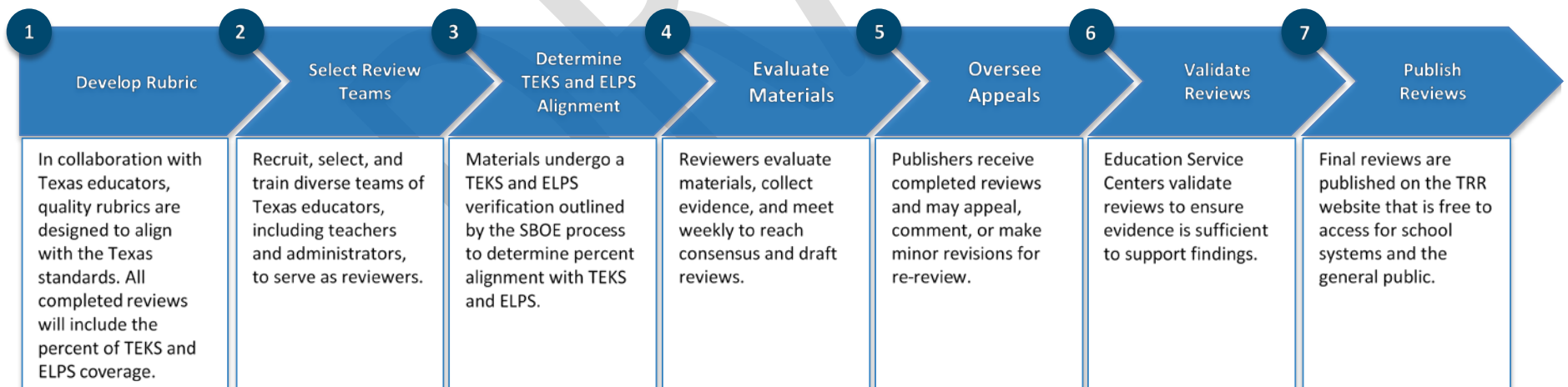
TEA Foundational Literacy K-2 Rubric
Texas Resource Review (TRR)
Foundational Literacy Grades K-2 Rubric

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 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 2-3: 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. Additional information is provided in scoring methodology section of document.

Sections 4-6: 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 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.

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		

Foundational Literacy Rubric – Grades K-2

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. Integration of Content, Skills, and Effective Practices



3. Beginning Reading and Writing

3.a
Oral
Language

3.b
Print
Awareness

3.c
Phonological
Awareness

3.d
Phonetic
Knowledge

3.e
Fluency

SECTIONS 2 - 3: Content and Instructional Concepts



4.
Progress Monitoring



5.
Support for
All Learners



6.
Implementation

SECTIONS 4 - 6: Educator Supports



7.1
Technology



7.2
Cost



7.3
Professional
Learning



7.4
Additional
Language

SECTION 7: Additional Information

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. Integration of Content, Skills, and Effective Practices	6 indicators	24 points	% of total section points
	3. Beginning Reading and Writing	11 indicators	44 points	% of total section points
Context-specific	4. Progress Monitoring	3 indicators	12 points	% of total section points
	5. Supports for All Learners	3 indicators	12 points	% of total section points
	6. Implementation	6 indicators	10 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. Instructional materials must meet at least 51% of Strand 1 TEKS (excluding K §110.2: 2(E), 3(A), 4(A), Grade 1 §110.3: 2(E), 2(F), 3(A), 5(A), and Grade 2 §110.4: 2(D), 2(E), 3(A), 5(A)) 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 and 100% of the required ELPS per the SBOE review process.

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%

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Section 2.

2. Integration of Content, Skills, and Effective Practices

Materials provide an integration of effective instructional practices for foundational literacy skill development that are research based and result in building highly proficient readers. Materials focus on developing reading automaticity correlating to greater ability to comprehend texts.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>2.1 Materials provide direct (explicit) and systematic instruction in developing foundational literacy skills within and across lessons.</p>	0/2/4	<ul style="list-style-type: none"> Materials include opportunities for sufficient student practice of foundational skills to achieve grade-level mastery. Materials follow a developmentally appropriate continuum of skill development. Materials support distributed practice of foundational literacy skills over the course of the year.
<p>2.2 Materials include detailed guidance that support teacher’s delivery of instruction.</p>	0/2/4	<ul style="list-style-type: none"> Guidance for teachers follows systematic instruction of specific content and skills. Guidance supports content development, fluency, and application. Materials include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills.
<p>2.3 Materials are supported by reading development research focused on foundational literacy skills.</p>	0/2/4	<ul style="list-style-type: none"> Materials include cited research throughout the curriculum that supports the design of teacher and student resources (e.g. instructional guidance, decodable texts, etc.) Materials provide research-based guidance for instruction that enriches educator understanding of foundational literacy concepts and the validity of the recommended approach. Cited research is current, academic, relevant to foundational literacy skills development, and applicable to Texas-specific context and demographics. A bibliography is present.
<p>2.4 Materials intentionally support vocabulary development throughout the curriculum.</p>	0/2/4	<ul style="list-style-type: none"> Materials embed vocabulary development strategies and skills within the curriculum. Materials provide guidance for educators to identify and integrate vocabulary building opportunities within foundational skills development activities.

<p>2.5 Materials integrate foundational literacy skills and connect to related content throughout the curriculum.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> • Materials connect and integrate foundational skills as outlined in specified TEKS throughout the curriculum. • Materials identify and provide guidance for communicating how specific skill integrate and connect to learning. • Materials present opportunities for students to apply foundational literacy skills to cross-curricular tasks.
<p>2.6 Materials provide high-quality texts for foundational literacy skill development and guidance for the use of texts for instruction.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> • Texts are strategically chosen to support foundational skill development. • 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 provide instructional guidance for utilizing texts for foundational skill development and supporting comprehension.

Total Points Possible: 24 points

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Section 3.

3. Beginning Reading and Writing

Materials follow a research-based reading development continuum that provides high-quality instruction of foundational literacy skills for beginning readers and writers. Materials focus on the development of oral language, print concepts, phonological awareness, phonetic knowledge/phonics, and fluency to develop proficient readers.

Scoring: This section is non-negotiable.

3.a Oral Language

Indicator	Scoring	Guidance for Texas Quality
3.a.1 Materials provide systematic and clear instruction in the development of oral language and provide opportunities to practice through a variety of tasks.	0/2/4	<ul style="list-style-type: none"> Materials provide oral language instruction through a variety of methods (e.g. modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to practice oral language skills regularly and authentically throughout the curriculum. Objectives are clearly stated and present in activities.
3.a.2 Materials contain tasks that integrate foundational skills and build student oral language skills.	0/2/4	<ul style="list-style-type: none"> Discussions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. Opportunities for oral language practice are identified and strategically embedded within the curriculum. Materials connect oral language to written language (e.g. reading and writing).
3.a.3 Materials provide opportunities for students to develop oral language skills through authentic conversations .	0/2/4	<ul style="list-style-type: none"> Materials provide opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. Materials provide support and guidance for students to work collaboratively to engage in authentic conversations.

3.b Print Awareness (K – 1 only)

Indicator	Scoring	Guidance for Texas Quality
<p>3.b.1 Materials provide systematic instruction, practice, and review in print awareness knowledge and opportunities to apply skills to authentic tasks.</p>	0/2/4	<ul style="list-style-type: none"> • Materials provide direct (explicit) instruction in print awareness and regular review of print concepts (e.g. parts of a book, reading directionality, letter naming etc.). • Materials provide multiple opportunities for students to apply print awareness knowledge while engaging with a variety of texts.
<p>3.b.2 Materials provide systematic instruction, practice, and review in the alphabetic principle.</p>	0/2/4	<ul style="list-style-type: none"> • Materials provide direct (explicit) instruction and regular review in recognizing, identifying, and producing letter names and their associated sounds accurately. • Materials systematically introduce letter-sound relationships and move to the application of this knowledge to build decoding skills. • Materials provide multiple opportunities for students to engage in a variety of tasks that focus on the acquisition of the alphabetic principle.

3.c Phonological Awareness

Indicator	Scoring	Guidance for Texas Quality
<p>3.c.1 Materials provide systematic and clear instruction in phonemic awareness (detecting and manipulating speech sounds and patterns) with opportunities to review.</p>	0/2/4	<ul style="list-style-type: none"> • Materials provide planned and systematic instruction in phonemic awareness, which includes direct (explicit) instruction in blending, segmenting, deleting, adding, manipulating, and substituting phonemes, as addressed in the TEKS. • Materials include opportunities for students to develop, practice, and review phonemic awareness skills.
<p>3.c.2 Materials provide systematic and clear instruction in detecting, segmenting, manipulating word parts, and discerning patterns in language with opportunities to review.</p>	0/2/4	<ul style="list-style-type: none"> • Materials provide planned and systematic instruction in syllabication, which includes direct instruction in identifying and counting syllables. • Materials include opportunities for students to develop, practice, and review syllabication awareness with guidance for providing timely corrective feedback. • Materials include a variety of resources that develop rhyming and alliteration awareness through a variety of practices with opportunities to review.

3.d Phonetic Knowledge/Phonics

Indicator	Scoring	Guidance for Texas Quality
<p>3.d.2 Materials provide opportunities for students to learn, practice, and apply grade-level sound-spelling patterns as addressed in the TEKS.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Materials provide direct (explicit) instruction in phonics skills/sound-spelling patterns. ● Materials provide students opportunities to decode and encode in context (e.g. within sentences) and in isolation (e.g. word list). ● Materials provide students opportunities to decode within a variety of texts. ● Materials provide students opportunities to encode within a variety of writing tasks using sound-spelling pattern knowledge.
<p>3.d.3 Materials provide frequent opportunities for students to read and write high-frequency words.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Materials provide students opportunities to read and write high-frequency words in context (e.g. within sentences) and in isolation (e.g. word list). ● Materials provide frequent opportunities for students to read high-frequency words in texts and other print materials. ● Materials provide frequent opportunities for students to write high-frequency words during targeted instructional activities as well as authentic tasks.
<p>3.d.4 Materials provide instruction and practice for students in developing strategies for determining word meaning from text context to aid in comprehension.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Materials include frequent opportunities for students to determine meaning of words through analyzing context clues (e.g. word analysis, illustrations, sentence structure). ● Materials support students in connecting phonetic knowledge to word meaning (e.g. meanings associated with affixes and base words). ● Materials provide direct instruction in meanings associated with word parts (e.g. affixes) and their impact on text comprehension. ● Materials provide multiple methods for building students' ability to clarify word meaning through context.

3.e Fluency

Indicator	Scoring	Guidance for Texas Quality
<p>3.e.1 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.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> • Materials support and guide teachers in use of routines and practices for monitoring and providing feedback on rate, accuracy, and prosody. • Materials provide students opportunities to practice fluency activities orally in a variety of ways (e.g. independent, guided, collaborative). • Materials provide a variety of grade-level texts that incorporate multiple genres for fluency practice.

Total Points Possible: 44 points

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Section 4.

4. Progress Monitoring

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

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

Indicator	Scoring	Guidance for Texas Quality
<p>4.1 Materials include developmentally-appropriate diagnostic tools (e.g. formative and summative progress monitoring) and guidance for teachers and administrators to monitor progress.</p>	0/2/4	<ul style="list-style-type: none"> 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 components of foundational literacy.
<p>4.2 Materials include guidance for teachers to analyze and respond to data from diagnostic tools.</p>	0/2/4	<ul style="list-style-type: none"> 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 specific activities, resources, or practices to respond to student data that are different from initial instruction.
<p>4.3 Materials include frequent, integrated formative assessment opportunities including diagnostic tools for monitoring progress.</p>	0/2/4	<ul style="list-style-type: none"> 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.

Total Points Possible 12 points

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
<p>5.1 Materials include guidance, scaffolds, supports, and extensions that maximizes student learning potential.</p>	0/2/4	<ul style="list-style-type: none"> Materials provide recommended targeted instruction and activities for students who struggle to master grade level foundational literacy skills. Materials provide recommended targeted instruction and activities for students who have achieved grade level mastery of foundational literacy skills. Materials provide additional enrichment activities for all levels of learners.
<p>5.2 Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.</p>	0/2/4	<ul style="list-style-type: none"> 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.
<p>5.3 Materials include supports for English Learners (EL) to meet grade-level learning expectations.</p>	0/2/4	<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 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: 12 points

Section 6.

6. 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 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. Materials include a cohesive, year-long plan to build students’ foundational literacy skills and consider how to vertically align instruction that builds year to year. Materials provides spiraled review and practice of foundational skills throughout the span of the curriculum.
<p>6.2 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 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 years’ worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220-day schedules.
<p>6.3 Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> 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.

<p>6.4 Materials provide guidance on fostering connections between home and school.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> • Materials support development of strong relationships between teachers and families. • Materials specify activities for use at home to support students' learning and development.
<p>6.5 The visual design of student and teacher materials (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>6.6 If present, technology or online 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 aligns to the curriculum's scope and approach to foundational literacy skill progression. • Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Total Points Possible: 10 points

Section 7.

7. Additional Information

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.