

TEA Prekindergarten Rubric

Texas Resource Review (TRR)

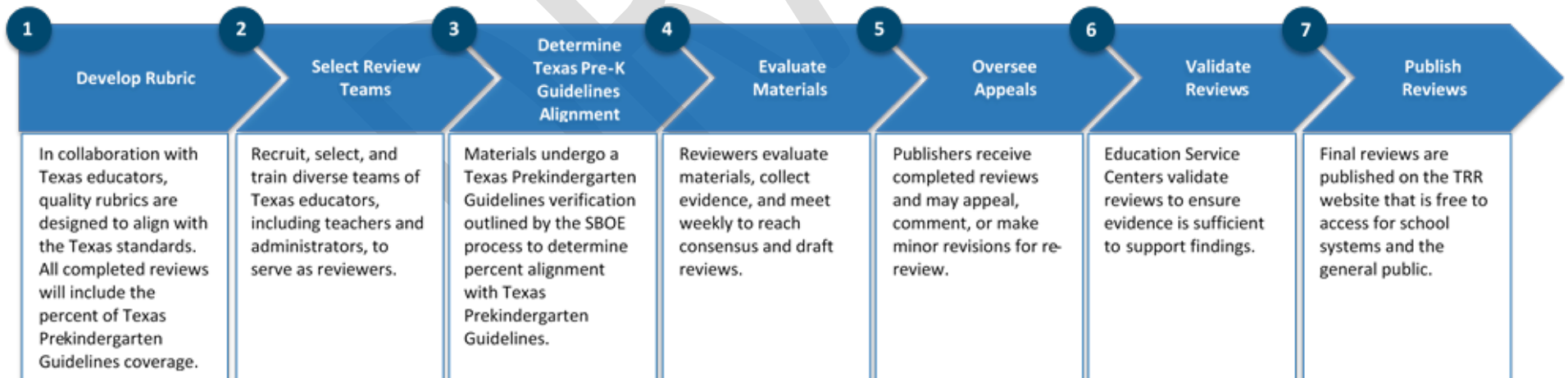
Pre-Kindergarten Rubric

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:



TEA Prekindergarten Rubric Overview of the Quality Rubric Design

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 Texas Prekindergarten Guidelines alignment review. All materials that are reviewed for quality will also complete the Texas Prekindergarten Guidelines alignment review, which results in a percentage of Texas Prekindergarten Guidelines coverage for a specific set of materials. Products that did not go through the SBOE’s proclamation cycle will be reviewed for alignment to the Texas Prekindergarten Guidelines by a state review panel as a part of the quality review process. This will ensure all products are evaluated for Texas Prekindergarten Guidelines alignment. In the rubric, the outputs of the alignment review are captured in Section 1 and demonstrate ***what*** guidelines are met. To support this information, Sections 2-8 of this rubric are designed to capture ***how well*** the guidelines are addressed.

Sections 2-8: Content and Instructional Concepts

Similar to the importance of coverage of the Texas Prekindergarten Guidelines, 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 9-11: 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 12: 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		


Prekindergarten Rubric

Reviewers will use a quality rubric based on the twelve 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.
Texas Pre-K
Guidelines
Alignment

**SECTION 1:
SBOE Process**



2. Integration of Content, Skills, and Effective Practices



3. Health & Wellness



4. Language



5. Reading



6. Writing




7. Math



8. Science, SS, Arts & Tech


SECTIONS 2 - 8: Content and Instructional Concepts



9.
Progress Monitoring




10.
Support for All Learners




11.
Implementation


SECTIONS 9 - 11: Educator Supports and Program Structure




12.1
Technology



12.2
Cost



12.3
Professional Learning



12.4
Additional Language

SECTION 12: Additional Information

TEA Prekindergarten Rubric 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. Texas Prekindergarten Guidelines Alignment	N/A	Meets/Does Not Meet SBOE Criteria	% Texas Prekindergarten Guidelines
	2. Integration of Content and Skills	5 indicators	20 points	% of total section points
	3. Health and Wellness Associated Domains	5 indicators	20 points	% of total section points
	4. Language and Communication Domain	3 indicators	12 points	% of total section points
	5. Emergent Literacy: Reading Domain	7 indicators	28 points	% of total section points
	6. Emergent Literacy: Writing Domain	3 indicators	12 points	% of total section points
	7. Mathematics Domain	5 indicators	20 points	% of total section points
	8. Science, Social Studies, Fine Arts, and Technology Domains	4 indicators	16 points	% of total section points
Context-specific	9. Progress Monitoring	3 indicators	12 points	% of total section points
	10. Supports for All Learners	3 indicators	12 points	% of total section points
	11. Program Considerations and Implementation	6 indicators	12 points	% of total section points
Non-scoring	12. Additional Information: Technology, Cost, Professional Learning, Additional Language	N/A	No point value	Information Provided

Section 1.

1. Texas Prekindergarten Guidelines Alignment (percent of Guidelines met in materials)

State review panel members review instructional materials to determine the extent to which the Texas Prekindergarten Guidelines are covered and to identify factual errors. To be eligible for adoption, instructional materials must meet at least 51% of the Texas Prekindergarten Guidelines 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 Texas Prekindergarten Guidelines alignment per the SBOE process to be considered for the State Board of Education adoption list.

Category	Student Texas Prekindergarten Guidelines	Teacher Texas Prekindergarten Guidelines
Does Not Meet Requirement	≤50%	≤50%
Meets Minimum Requirement	51-79%	51-79%
Recommended Percentages	80%+	80%+

DRAFT

Section 2.

2. Integration of Content, Skills, and Effective Practices

Materials must integrate content and skills throughout the curriculum.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>2.1 Materials are cross-curricular and integrated in an authentic way to support students' unified experience throughout the day.</p>	0/2/4	<ul style="list-style-type: none"> Materials include specific, intentional, and purposeful cross-curricular connections to create a unified experience for students. Materials name which domains are purposefully developed or reinforced in each learning activity.
<p>2.2 Materials utilize high-quality texts as a core component of content and skill integration.</p>	0/2/4	<ul style="list-style-type: none"> Texts are strategically chosen to support content and skill development in multiple domains.
<p>2.3 Materials support developmentally-appropriate practice across all domains.</p>	0/2/4	<ul style="list-style-type: none"> Materials include a variety of opportunities for purposeful play that promotes student choice. Materials provide guidance to teachers on how to connect all domains to play. Materials provide guidance to teachers on setting up and facilitating activities to meet, reinforce, or practice learning objectives. Materials include both direct (explicit) instruction and student selection from purposefully planned learning center choices. Materials have an intentional balance of direct (explicit) instruction and student choice, as appropriate for the content and skill development.
<p>2.4 Materials include detailed guidance that supports 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. Materials include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills.

<p>2.5 Materials are supported by child development research on children’s development within and across all domains.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> • Materials include a clear description of how the curriculum is supported by child development research. • A bibliography is present. • Cited research is current, academic, relevant to early childhood development, and applicable to Texas-specific context and demographics.
<p>Total Points Possible: 20 points</p>		

DRAFT

Section 3.

3. Health and Wellness Associated Domains

Materials must provide for the development of the health and wellness competencies required for school readiness.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>3.1 Materials include direct social skill instruction and explicit teaching of skills.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Full lessons on Self Concept Skills, Self-Regulation Skills, Relationships with Others, and Social Awareness Skills, as laid out in the Texas Prekindergarten Guidelines. ● Materials provide guidance on teacher modeling of these skills. ● Materials include appropriate texts used to support the development of social competencies. ● Materials include appropriate texts used to support the development of competencies to understand and respond to emotions.
<p>3.2 Materials include repeated opportunities for students to practice social skills throughout the day.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Materials provide opportunities to learn, practice, and apply these skills throughout the day. ● Practice opportunities are authentically integrated throughout all other content domains.
<p>3.3 Materials include ideal classroom arrangements that support positive social interactions.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Classroom arrangement supports daily opportunities for practice of social skills, including in daily learning centers. ● Materials give teacher guidance on classroom arrangement to support teacher-student interactions. ● Materials give teacher guidance on classroom arrangement to support student-student interactions. ● Materials consider a variety of factors and components of the physical space and their impact on students' social development. ● Materials can be implemented easily and effectively within a classroom arrangement that supports positive social interactions.

<p>3.4 Materials include activities to develop physical skill and refine motor development through movement.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Materials provide numerous daily opportunities for students to develop their gross motor skills through movement. ● Materials provide daily opportunities for students to develop their fine motor skills through tasks that do not require writing.
<p>3.5 Materials include activities that develop safe and healthy habits in students.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Materials provide teacher guidance on modeling safe and healthy habits for students. ● Materials provide a variety of opportunities and activities for students to practice safe and reflect on safe and healthy habits. ● Materials communicate for both teachers and students the connection between physical and mental health.
<p>Total Points Possible: 20 points</p>		

DRAFT

Section 4.

4. Language and Communication Domain

Materials must include development of students' listening and speaking skills.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>4.1 Materials provide direct (explicit) instruction in developing students' listening and speaking skills.</p>	0/2/4	<ul style="list-style-type: none"> Materials support and scaffold daily opportunities for students to listen and speak with others. Materials include a variety of strategies for supporting language development that are integrated and authentically embedded in content-based learning. Materials provide support and guidance for students to work collaboratively to engage in discussion.
<p>4.2 Materials include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.</p>	0/2/4	<ul style="list-style-type: none"> Materials include a variety of strategies for supporting English Learners. Strategies include how to use the child's first language as a foundation for learning English. Materials develop students' vocabulary in both English and the home language.
<p>4.3 Materials support expanding student vocabulary.</p>	0/2/4	<ul style="list-style-type: none"> Materials follow a progression of vocabulary development that is age and sequentially appropriate. Materials include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning.

Total Points Possible: 12 points

Section 5.

5. Emergent Literacy: Reading Domain

Materials must develop the key predictors of early literacy.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>5.1 Materials provide opportunities for students to develop oral language skills, including through authentic text conversations.</p>	0/2/4	<ul style="list-style-type: none"> Materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts. Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts. Materials provide support and guidance for students to work collaboratively to engage in discussion.
<p>5.2 Materials provide direct (explicit) instruction and opportunities for student practice in phonological awareness skills.</p>	0/2/4	<ul style="list-style-type: none"> Materials follow the research-based developmental continuum of how children acquire phonological awareness. Materials include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds. Materials allow for student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills.
<p>5.3 Materials provide direct (explicit) instruction and opportunities for student practice in alphabetic knowledge skills.</p>	0/2/4	<ul style="list-style-type: none"> Materials follow a research-based, strategic sequence for introduction of alphabetic knowledge. Materials provide teacher guidance on directly introducing, modeling, and using letter names and sounds.
<p>5.4 Materials provide direct (explicit) instruction in print knowledge and concepts and opportunities for student practice.</p>	0/2/4	<ul style="list-style-type: none"> Materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts. Materials provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school. Materials include a research-based sequence of foundational skills instruction and opportunities for sufficient student practice. Materials follow a developmentally appropriate continuum for the development of print awareness knowledge.

		<ul style="list-style-type: none"> Materials include a variety of instructional approaches to engage students in mastery of the content. Materials provide review of print concepts throughout the span of the curriculum.
<p>5.5 Materials include a variety of text types and genres across contents that are high-quality and at an appropriate level of complexity.</p>	0/2/4	<ul style="list-style-type: none"> Text selection is at the appropriate level of complexity for students' developmental level. Materials include both fiction and nonfiction texts. Materials include a variety of types of texts, such as poems, songs, and nursery rhymes. Texts include content that is engaging to prekindergarten students and include opportunities for students to interact with the stories, including repeated parts. Read aloud texts cover a range of student interests. Materials include use of purposeful environmental print throughout the classroom.
<p>5.6 Materials use a variety of approaches to develop students' comprehension of text read aloud.</p>	0/2/4	<ul style="list-style-type: none"> Materials include guidance for the teacher to connect texts to children's experiences at home and school. Materials include guidance for the teacher on basic text structures and their impact on understanding of text.
<p>5.7 Materials include appropriate strategies for supporting English Learners (ELs) in their development of emergent reading skills.</p>	0/2/4	<ul style="list-style-type: none"> Materials include a variety of strategies for supporting English Learners (ELs). Strategies include use of the child's knowledge of literacy in their primary language and ensure that knowledge is used to help them transfer to English language and literacy skills.

Total Points Possible: 28 points

Section 6.

6. Emergent Literacy: Writing Domain

Materials support students' development of pre-writing skills, including fine motor skills.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>6.1 Materials include a variety of experiences through which students can engage with writing.</p>	0/2/4	<ul style="list-style-type: none"> Materials include direct (explicit) instruction, as well as opportunities for children to imitate adult writing. Materials include opportunities for students to generate independent writing. Materials include opportunities for group writing on shared experiences. Materials include opportunities for illustration/drawing with detail, which transfers to writing. Materials include opportunities to write in response to reading and make explicit the connection between reading and writing.
<p>6.2 Materials instruct students along the developmental stages of writing.</p>	0/2/4	<ul style="list-style-type: none"> Materials follow the developmental continuum of how children learn writing. Materials provide guidance for teachers on how to nudge students along the continuum for writing development. Materials include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.
<p>6.3 Materials support fine motor development alongside and through writing.</p>	0/2/4	<ul style="list-style-type: none"> Materials provide a variety of opportunities for children to develop their fine motor skills. Materials provide differentiation and guidance on how to develop students' fine motor skills towards writing. Materials prescribe a variety of tools and surfaces for student writing experiences.

Total Points Possible: 12 points

Section 7.

7. Mathematics Domain

Materials follow a sequence that supports development of early mathematical competencies and problem-solving skills indicated by the Texas Prekindergarten Guidelines.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
<p>7.1 Materials follow a logical mathematical continuum of concrete, pictorial, then abstract representations.</p>	0/2/4	<ul style="list-style-type: none"> ● Instruction in all mathematical competencies progresses from concrete to pictorial to abstract, with the greatest emphasis on using concrete manipulatives. ● Materials include a variety of types of concrete manipulatives and pictorial representations. ● Materials include activities that build conceptual understanding in: counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.
<p>7.2 Materials promote instruction that builds on students' informal knowledge about mathematics.</p>	0/2/4	<ul style="list-style-type: none"> ● Materials prompt teachers to inquire about students' developmental status and mathematical knowledge. ● Materials include cross-curricular opportunities to authentically integrate mathematics throughout the day. ● Materials support the use of the classroom environment and materials as vehicles to explore math concepts and skills.
<p>7.3 Materials intentionally develop young children's ability to problem solve.</p>	0/2/4	<ul style="list-style-type: none"> ● Materials develop children's capacity to ask thoughtful questions ● Materials develop children's capacity to recognize problems in their environment. ● Materials develop children's capacity to use mathematical reasoning with familiar materials in the classroom and world outside the classroom.
<p>7.4 Materials build students' number sense.</p>	0/2/4	<ul style="list-style-type: none"> ● Materials provide guidance for teachers on building conceptual understanding in math. ● Materials provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines. These activities include: subitizing, counting one-to-

		<p>one, comparing set size and numbers, counting on, and finding one more than a number.</p>
<p>7.5 Materials develop students' academic math vocabulary.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> ● Materials include repeated opportunities to hear math vocabulary. ● Materials include repeated opportunities to practice using math vocabulary. ● Materials include guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary.
<p>Total Points Possible: 20 points</p>		

DRAFT

Section 8.

8. Science, Social Studies, Fine Arts, and Technology Applications Domains

Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies.

Scoring: This section is non-negotiable.

Indicator	Scoring	Guidance for Texas Quality
8.1 Materials build science knowledge through inquiry-based instruction and exploration of the natural world.	0/2/4	<ul style="list-style-type: none"> Materials develop children’s observation and questioning of their environment. Materials develop children’s ability to communicate ideas. Materials include exploration with scientific tools. Materials provide opportunities for students to explore physical science, life science, and earth and space science through hands-on experiences.
8.2 Materials build social studies knowledge through study of culture and community.	0/2/4	<ul style="list-style-type: none"> Materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state and country. Materials provide opportunities for students to explore commonalities and differences in individuals. Materials provide opportunities for students to learn about routines and events, both past, present, and future. Materials provide opportunities for students to explore the roles of consumers in their community.
8.3 Materials expose children to fine arts through exploration.	0/2/4	<ul style="list-style-type: none"> Materials include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement). Materials emphasize the students’ engagement in the process of creating rather than the product that is created.
8.4 Materials include technology applications.	0/2/4	<ul style="list-style-type: none"> Materials provide opportunities to link technology into the classroom experience. Materials provide students the opportunity to explore and use various digital tools. Technology supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Total Points Possible: 16 points

Section 9.

9. 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>9.1 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 domains of the Texas Prekindergarten Guidelines.
<p>9.2 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>9.3 Materials include frequent, embedded opportunities 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 10.

10. 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>10.1 Materials include guidance, scaffolds, supports, and extensions that maximize 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 prekindergarten content. Materials provide recommended targeted instruction and activities for students who have mastered prekindergarten content. Materials provide additional enrichment activities for all levels of learners.
<p>10.2 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>10.3 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. Materials provide scaffolds for English Learners. 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).

Total Points Possible: 12 points

Section 11.

11. Program Considerations and Implementation

Materials support selection and implementation given site, classroom, and student variety in prekindergarten placements, including clear and easy-to-follow guidance 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
11.a Program Considerations		
11.a.1 Materials clearly identify whether activities are developmentally appropriate for three or four-year-old children .	0/1/2	<ul style="list-style-type: none"> Materials specify whether they are for three or four-year-old children. If intended for use for both three and four-year-old children, materials include a variety of options so that children do not repeat the same lessons. These options are clearly differentiated for level of development.
11.a.2 Materials are fit for use within the sample schedule for prekindergarten laid out in the Texas Prekindergarten Guidelines.	0/1/2	<ul style="list-style-type: none"> Materials provide differentiated use recommendations for half day and full day prekindergarten programs. Materials provide sample schedules to assist teachers in integrating content.
11.b Implementation		
11.b.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 success.	0/1/2	<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 annotations and support for engaging students in the materials. Materials provides spiraled review and practice of skills throughout the span of the curriculum.
11.b.2 Materials include implementation support for teachers and administrators .	0/1/2	<ul style="list-style-type: none"> Materials are accompanied by a prekindergarten guidelines-aligned scope and sequence outlining the skills that are taught in the program, the order in which

		<p>they are presented, and how knowledge and skills build and connect across the two grade levels of prekindergarten.</p> <ul style="list-style-type: none"> ● Materials include supports to help teachers implement the materials as intended. ● Materials include supports to help administrators support teachers in implementing the materials as intended. ● Materials include a school years' worth of instruction, including realistic pacing guidance and routines.
<p>11.b.3 Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.</p>	0/1/2	<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>11.b.4 Materials provide guidance on fostering connections between home and school.</p>	0/1/2	<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>11.b.5 The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.</p>	0/1/2	<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.

Total Points Possible: 14 points

Section 12.

12. 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
12.1 Technology components are identified per the information requirement checklist.	N/A	<ul style="list-style-type: none"> • Technology checklist is completed.
12.2 Cost worksheet completed.	N/A	<ul style="list-style-type: none"> • Cost worksheet is completed.
12.3 Professional learning opportunities meet criteria for implementation.	N/A	<ul style="list-style-type: none"> • Professional learning indicators built by TEA.
12.4 Additional language supports worksheet completed.	N/A	<ul style="list-style-type: none"> • Additional language worksheet is completed.