IMRA Instructional Materials Review and Approval

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Career and Technical Education 6–12 Quality Rubric

Approved by the State Board of Education on September 12, 2025

Implementation Quality

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and technical skills taught in the course.
1.1b	Materials include suggested pacing to support effective implementation for various school models [e.g., traditional secondary schools, Early College High Schools (ECHS), Pathways in Technology Early College High School (P-TECH)], schedules (e.g., block, modified block), and instructional calendars (e.g., varying number of instructional days).
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts and technical skills to be learned connect throughout the course.
1.1d	Materials include protocols with corresponding guidance for unit and lesson internalization.
1.1e	Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

1.2 Unit-Level Design

1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic, professional, and technical vocabulary necessary to effectively teach the concepts and technical skills in the unit.
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

1.3 Lesson-Level Design

1.3a	Materials include comprehensive, structured, detailed lesson plans that include objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).
1.3b	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson (e.g., equipment, labs, technology, supplies, safety gear), and the suggested timing for each lesson component.
1.3c	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment, work-based learning, Career and Technical Student Organizations, professional skills practice).

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

2.1a	Materials include a variety of instructional assessments (e.g., skills demonstrations, portfolio evaluations, certification benchmarks) at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.
2.1e	Instructional assessments include TEKS-aligned items at varying levels of complexity.

2.2 Data Analysis and Progress Monitoring

2.2a	Instructional assessments and scoring information provide guidance for interpreting student performance.
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.
2.2c	Materials include tools for teachers to track student progress and growth and tools for students to track their own progress and growth.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

3.1a	Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency in content and technical skills in the course TEKS.
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic, professional, and technical language).
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in content and technical skills in the course TEKS.
3.1d	Materials include teacher guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.

3.2 Instructional Methods

3.2a	Materials include (explicit) direct prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

3.3 Support for Emergent Bilingual Students

3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic, professional, and technical language.
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic, professional, and technical vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

Learning Quality

4. Depth and Coherence of Knowledge and Skills

Materials are designed to meet the rigor of the standards while connecting industry-specific knowledge and skills within and across courses.

4.1 Depth of Knowledge and Skills

4.1a	Materials include guidance for teachers to provide explicit (direct) instruction on industry-specific knowledge and skills in alignment with the course TEKS.
4.1b	Materials consistently provide opportunities for students to develop, use, and apply industry-specific academic, professional, and technical vocabulary.
4.1c	Materials provide opportunities for students to develop and refine industry-specific knowledge and skills through activities and tasks that progressively increase in rigor and complexity across lessons and units within the course.
4.1d	Materials include activities and tasks that require students to demonstrate understanding of industry-specific knowledge and skills in alignment with the course TEKS.

4.2 Coherence of Knowledge and Skills

4.2a	Materials explicitly connect new knowledge and skills to prior learning across lessons and units within the course and across courses as applicable.
4.2b	Materials are aligned with and provide relevant cross-curricular connections that support transferable academic knowledge and skills in literacy, math, social studies, and science.
4.2c	Materials integrate academic, technical, and employability knowledge and skills in the context of the course and in alignment to the course TEKS.

5. Career Investigations and Development

Materials provide opportunities for students to explore and prepare for careers.

5.1 Career Investigations

5.1a	Materials provide opportunities for students to investigate career clusters and programs of study as applicable to the level of the course and in alignment with the course TEKS.
5.1b	Materials provide opportunities for students to analyze relevant regional or statewide Labor Market Information (LMI) or emerging market workforce data to support data-driven investigations of careers.
5.1c	Materials include career investigation activities and tasks designed to support development of individual career goals (e.g., career interest inventories, career goals, post-secondary education requirements, post-secondary career plans).

5.2 Career Development

5.2a	Materials include guidance for teachers to provide explicit (direct) instruction on professional standards and employability skills relevant to career clusters and programs of study as applicable to the level of the course and in alignment with the course TEKS and Texas CTE Employability Skills Standards.
5.2b	Materials provide opportunities for students to engage in career development activities and tasks (e.g., mock interviews, resume writing, portfolio development) as applicable to the level of the course and in alignment with the course TEKS and Texas CTE Employability Skills Standards.
5.2c	Materials emphasize the use of academic, professional, and technical vocabulary during career development opportunities.

6. Experiential Learning and Applied Problem Solving

Materials provide students with opportunities to develop, reinforce, and apply their knowledge and skills through hands-on experiences and real-world problem-solving.

6.1 Experiential Learning

6.1a	Materials include experiential learning through classroom experiences (e.g., labs, workplace simulations, project-based learning) and/or work-based learning (e.g., job shadowing, internships, practicums) to develop or reinforce the real-world application of technical and employability skills in the context of the course and aligned to the appropriate level on the work-based learning continuum.
6.1b	Materials provide opportunities for students to use relevant industry-specific materials (e.g., technical texts/manuals, equipment, technology, supplies) during experiential learning.
6.1c	Materials emphasize the use of academic, professional, and technical vocabulary during experiential learning opportunities.

6.2 Applied Problem Solving

6.2a	Materials include opportunities for students to apply academic and technical knowledge and skills to authentic, real-world, industry-specific problems and develop and evaluate viable solutions as applicable to the level of the course and in alignment with the course TEKS.
6.2b	Materials include opportunities for students to conduct industry-related data analysis to evaluate information, identify trends, and justify decisions using quantitative and qualitative reasoning as applicable to the level of the course and in alignment with the course TEKS.
6.2c	Materials include opportunities for students to engage in inquiry-based learning (e.g., formulating industry-specific questions, conducting research using industry-specific sources) as applicable to the level of the course and in alignment with the course TEKS.