IMRA Instructional Materials Review and Approval

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Career and Technical Education 6–12 Quality Rubric

Draft as of March 31, 2025

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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

	ELA 4–8	Proposed CTE 6-12	Rationale
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, and concepts and technical skills taught in the course.	Materials include a scope and sequence outlining the TEKS, ELPS, and concepts and technical skills taught in the course.	Addition of "technical skills" to account for CTE requirements.
1.1b	Materials include suggested pacing ~~(pacing guide/calendar)~~ to support effective implementation for various school models [e.g., traditional secondary schools, Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH)], schedules (e.g., block, modified block), and instructional calendars (e.g., varying numbers of instructional days~~ – 165, 180, 210~~).	Materials include suggested pacing to support effective implementation for various school models [e.g., traditional secondary schools, Early College High School (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).	Removal of reference to specific number of instructional days and addition of examples to account for the varied landscape of CTE implementation.
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.	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.	Addition of "technical skills" to account for CTE requirements.
1.1d	Materials include protocols with corresponding guidance for unit and lesson internalization.	Materials include protocols with corresponding guidance for unit and lesson internalization.	(no change)
1.1e	Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	(no change)

1.2 Unit-Level Design

	ELA 4–8	Proposed CTE 6–12	Rationale
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.	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.	Addition of "professional and technical" to account for vocabulary specific to career cluster and programs of study; addition of "technical skills" to account for CTE requirements.
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	(no change)

1.3 Lesson-Level Design

	ELA 4–8	Proposed CTE 6–12	Rationale
1.3a	Materials include comprehensive, structured, detailed lesson plans that include ~~daily~~ 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).	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).	Removal of "daily" to account for the varied landscape of CTE implementation.
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.	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.	Addition of examples to emphasize the variety of materials needed in CTE.
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).	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).	Addition of examples to account for the variety of extended practice opportunities in CTE.

2. Progress Monitoring

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

2.1 Instructional Assessments

	ELA 4–8	Proposed CTE 6–12	Rationale
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions, including skills demonstration.	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions, including skills demonstration.	Addition of "skills demonstration" to account for CTE requirements.
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	Materials include the definition and intended purpose for the types of instructional assessments included.	(no change)
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	(no change)
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	(no change)
2.1e	Instructional assessments include TEKS-aligned items at varying levels of complexity.	Instructional assessments include TEKS-aligned items at varying levels of complexity.	(no change)

2.2 Data Analysis and Progress Monitoring

	ELA 4–8	Proposed CTE 6–12	Rationale
2.2a	Instructional assessments and scoring information provide guidance for interpreting student performance.	Instructional assessments and scoring information provide guidance for interpreting student performance.	(no change)
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	(no change)
2.2c	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	(no change)

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

	ELA 4–8	Proposed CTE 6–12	Rationale
3.1a	Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on ~~grade-level~~ content and technical skills in the course TEKS.	Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency in on content and technical skills in the course TEKS.	Removal of "grade level" given CTE courses are based on course levels (i.e., levels 1-4) vs. grade levels; addition of "technical skills" to account for CTE requirements.
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).	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic, professional, and technical language).	Addition of "professional and technical" to account for language specific to career clusters and programs of study.
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in ~~grade-level~~ content and technical skills in the course TEKS.	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.	Removal of "grade level" given CTE courses are based on course levels (i.e., levels 1-4) vs. grade levels; addition of "technical skills" to account for CTE requirements.
3.1d	Materials include teacher guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.	Materials include teacher guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.	Addition of SDI to ensure instructional materials provide special education supports. *Note: recommend adding to prior rubrics for continuous improvement; however, do not think it would require a re-review of previously approved instructional materials.*

3.2 Instructional Methods

	ELA 4–8	Proposed CTE 6–12	Rationale
3.2a	Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	(no change)
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	(no change)
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.	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.	(no change)

3.3 Support for Emergent Bilingual Students

	ELA 4–8	Proposed CTE 6–12	Rationale
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.	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.	Addition of "professional and technical" to account for language specific to career clusters and programs of study.
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	(no change)
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.	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.	Addition of "professional and technical" to account for vocabulary specific to career clusters and programs of study.
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.	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	(no change)

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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 at the level of depth and complexity required by the course TEKS.
4.1b	Materials consistently provide opportunities for students to develop and use 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 at the level of depth and complexity required by 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 cross-curricular connections with relevant academic knowledge and skills in literacy, math, 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 job market trends through 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 create a path to achieve 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.
5.2b	Materials provide opportunities for students to engage in career development activities and tasks as applicable to the level of the course and in alignment with the course TEKS.
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.
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.
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).