

Instructional Materials Review and Approval

Positive Character Traits K–12 Quality Rubric

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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

1.1a	Materials include a scope and sequence outlining the TEKS and concepts taught in the course.
1.1b	Materials include suggested pacing to support effective implementation for various models (e.g., multi-year implementation), schedules (e.g., weekly advisory, daily 15-minute activity), and instructional calendars (e.g., varying numbers of instructional days).
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts 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 educators in 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 vocabulary necessary to effectively teach the concepts in the unit.
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions for supporting the progress of their student.

1.3 Lesson-Level Design

1.3a	Materials include comprehensive, structured, and detailed lesson plans that include objectives, questions, tasks, and materials required to meet the content and language standards of the lesson (aligned with the TEKS).
1.3b	Materials include a lesson overview listing the educator and student materials necessary to effectively deliver the lesson 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).

2. Progress Monitoring

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

2.1 Progress Monitoring

2.1a	Materials include activities and tasks at the unit and lesson level for educators to evaluate student understanding of content knowledge in alignment with the grade-band TEKS.
2.1b	Materials include opportunities for students to engage in goal-setting and self-assessment in alignment with the grade-band TEKS.
2.1c	Materials include tools for educators 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 educator guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-band content and skills.
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language).
3.1c	Materials include educator 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 educator in modeling and explaining the concept(s) to be learned.
3.2b	Materials include educator 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 educators 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 educator 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 language.
3.3b	Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual and English as a Second Language (ESL) programs.
3.3c	Materials include embedded guidance for educators to support emergent bilingual students in developing academic 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. Instructional Practices

Materials are designed to develop and refine understanding of positive character traits and personal skills while providing opportunities for students to apply their learning.

4.1 Direct Instruction

4.1a	Materials include guidance for educators to provide explicit (direct) instruction on positive character traits and personal skills at developmentally appropriate levels and in alignment with the grade-band TEKS.
4.1b	Materials explicitly connect new knowledge and skills to prior learning across lessons and units within the course and across courses as applicable.

4.2 Intentional Practice

4.2a	Materials provide opportunities for students to develop and refine positive character traits and personal skills through intentional, repeated practice at developmentally appropriate levels and in alignment with the grade-band TEKS.
4.2b	Materials include opportunities for students to apply positive character traits and personal skills to authentic problem-solving contexts (e.g., real-life examples, hypothetical scenarios, role-playing, simulations).
4.2c	Materials include guidance for educators to support students in generalizing and using positive character traits and personal skills beyond lessons (e.g., school, home, community).