

STATE BOARD OF EDUCATION



PROCLAMATION 2015

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Introduction

This proclamation serves as notice to both publishers and the public that the State Board of Education (SBOE) is inviting bids to furnish new instructional materials for the following courses.

Social Studies

- Social Studies, grades K–8
- Social Studies (Spanish), grades K–5
- United States History Studies Since 1877
- World History Studies
- World Geography Studies
- United States Government
- Economics with Emphasis on the Free Enterprise System and Its Benefits
- Psychology
- Sociology

Fine Arts, Elementary

Art

- Art, Kindergarten, TRS Edition only
- Art, Grade 1
- Art, Grade 2
- Art, Grade 3
- Art, Grade 4
- Art, Grade 5

Theatre

- Theatre, Theatre Teacher’s Resource Book, Kindergarten
- Theatre, Theatre Teacher’s Resource Book, Grade 1
- Theatre, Theatre Teacher’s Resource Book, Grade 2
- Theatre, Theatre Teacher’s Resource Book, Grade 3
- Theatre, Theatre Teacher’s Resource Book, Grade 4
- Theatre, Theatre Teacher’s Resource Book, Grade 5

Mathematics

- Algebra I
- Algebra II
- Geometry
- Precalculus
- Mathematical Models with Application
- Advanced Quantitative Reasoning
- Engineering Mathematics
- Mathematical Applications in Agriculture, Food, and Natural Resources
- Statistics and Risk Management
- Robotics Programming and Design

Music

- Music, General Music Learning Systems, Kindergarten, TRS Edition only
- Music, General Music Learning Systems, Grade 1, TRS Edition only
- Music, General Music Learning Systems, Grade 2, TRS Edition
- Music, Grade 2, Pupil Edition
- Music, General Music Learning Systems, Grade 3, TRS Edition
- Music, Grade 3, Pupil Edition
- Music, General Music Learning Systems, Grade 4, TRS Edition
- Music, Grade 4, Pupil Edition
- Music, General Music Learning Systems, Grade 5, TRS Edition
- Music, Grade 5, Pupil Edition

Fine Arts, Middle School

Art

- Art, Middle School 1
- Art, Middle School 2
- Art, Middle School 3

Dance

- Dance, Middle School 1
- Dance, Middle School 2
- Dance, Middle School 3

Music

- Music, Middle School 1, General Music Learning Systems, Grade 6, TRS Edition
- Music, Middle School 1, Grade 6, Pupil Edition
- Music, Middle School 1, Band
- Music, Middle School 2, Band
- Music, Middle School 3, Band
- Music, Middle School 1, Choir
- Music, Middle School 2, Choir
- Music, Middle School 3, Choir
- Music, Middle School 1, Orchestra
- Music, Middle School 2, Orchestra
- Music, Middle School 3, Orchestra
- Music, Middle School 2, Jazz Ensemble
- Music, Middle School 3, Jazz Ensemble
- Music, Middle School 1, Instrumental Ensemble
- Music, Middle School 2, Instrumental Ensemble
- Music, Middle School 3, Instrumental Ensemble
- Music, Middle School 1, Vocal Ensemble
- Music, Middle School 2, Vocal Ensemble
- Music, Middle School 3, Vocal Ensemble

Theatre

- Theatre, Middle School 1
- Theatre, Middle School 2
- Theatre, Middle School 3

Fine Arts, High School

Art

- Art, Level I, Art I
- Art, Level II, Art II
- Art, Level III, Art III
- Art, Level IV, Art IV
- Art, Level I, Art Appreciation I
- Art, Level I, Art and Media Communications I
- Art, Level II, Art and Media Communications II
- Art, Level II, Drawing I
- Art, Level III, Drawing II
- Art, Level IV, Drawing III
- Art, Level II, Painting I
- Art, Level III, Painting II
- Art, Level IV, Painting III
- Art, Level II, Fibers I
- Art, Level III, Fibers II
- Art, Level IV, Fibers III
- Art, Level II, Ceramics I
- Art, Level III, Ceramics II
- Art, Level IV, Ceramics III
- Art, Level II, Sculpture I
- Art, Level III, Sculpture II
- Art, Level IV, Sculpture III
- Art, Level II, Jewelry I
- Art, Level III, Jewelry II
- Art, Level IV, Jewelry III
- Art, Level II, Photography I
- Art, Level III, Photography II
- Art, Level IV, Photography III
- Art, Level II, Design I
- Art, Level III, Design II
- Art, Level IV, Design III
- Art, Level II, Digital Art and Media I
- Art, Level III, Digital Art and Media II
- Art, Level IV, Digital Art and Media III

Fine Arts, High School (Continued)

Dance

- Dance, Level I, Principles of Dance I
- Dance, Level II, Principles of Dance II
- Dance, Level III, Principles of Dance III
- Dance, Level IV, Principles of Dance IV
- Dance, Level I, Ballet I
- Dance, Level II, Ballet II
- Dance, Level III, Ballet III
- Dance, Level IV, Ballet IV
- Dance, Level I, Modern/Contemporary I
- Dance, Level II, Modern/Contemporary II
- Dance, Level III, Modern/Contemporary III
- Dance, Level IV, Modern/Contemporary IV
- Dance, Level I, Jazz I
- Dance, Level II, Jazz II
- Dance, Level III, Jazz III
- Dance, Level IV, Jazz IV
- Dance, Level I, Tap I
- Dance, Level II, Tap II
- Dance, Level III, Tap III
- Dance, Level IV, Tap IV
- Dance, Level I, World Dance Forms I
- Dance, Level II, World Dance Forms II
- Dance, Level III, World Dance Forms III
- Dance, Level IV, World Dance Forms IV
- Dance, Level I, Dance Composition/Improvisation I
- Dance, Level II, Dance Composition/Improvisation II
- Dance, Level III, Dance Composition/Improvisation III
- Dance, Level IV, Dance Composition/Improvisation IV
- Dance, Level I, Dance Theory I
- Dance, Level II, Dance Theory II
- Dance, Level III, Dance Theory III
- Dance, Level IV, Dance Theory IV
- Dance, Level I, Performance/Ensemble I
- Dance, Level II, Performance/Ensemble II
- Dance, Level III, Performance/Ensemble III
- Dance, Level IV, Performance/Ensemble IV
- Dance, Level I, Dance Production I
- Dance, Level II, Dance Production II
- Dance, Level III, Dance Production III
- Dance, Level IV, Dance Production IV
- Dance, Level I, Dance Wellness I
- Dance, Level II, Dance Wellness II
- Dance, Level III, Dance Wellness III
- Dance, Level IV, Dance Wellness IV
- Dance, Level I, Dance and Media Communications I
- Dance, Level II, Dance and Media Communications II
- Dance Level III, Dance History I
- Dance Level IV, Dance History II

Music

- Music, Level I, Band I
- Music, Level II, Band II
- Music, Level III, Band III
- Music, Level IV, Band IV
- Music, Level I, Choir I
- Music, Level II, Choir II
- Music, Level III, Choir III
- Music, Level IV, Choir IV
- Music, Level I, Orchestra I
- Music, Level II, Orchestra II
- Music, Level III, Orchestra III
- Music, Level IV, Orchestra IV
- Music, Level I, Jazz Ensemble I
- Music, Level II, Jazz Ensemble II
- Music, Level III, Jazz Ensemble III

Fine Arts, High School (Continued)

Music (Continued)

- Music, Level IV, Jazz Ensemble IV
- Music, Level I, World Music Ensemble I
- Music, Level II, World Music Ensemble II
- Music, Level III, World Music Ensemble III
- Music, Level IV, World Music Ensemble IV
- Music, Level I, Instrumental Ensemble I
- Music, Level II, Instrumental Ensemble II
- Music, Level III, Instrumental Ensemble III
- Music, Level IV, Instrumental Ensemble IV
- Music, Level I, Vocal Ensemble I
- Music, Level II, Vocal Ensemble II
- Music, Level III, Vocal Ensemble III
- Music, Level IV, Vocal Ensemble IV
- Music, Level I, Applied Music I
- Music, Level II, Applied Music II
- Music, Level III, Applied Music III
- Music, Level IV, Applied Music IV
- Music, Level I, Mariachi I
- Music, Level II, Mariachi II
- Music, Level III, Mariachi III
- Music, Level IV, Mariachi IV
- Music, Level I, Piano I
- Music, Level II, Piano II
- Music, Level III, Piano III
- Music, Level IV, Piano IV
- Music, Level I, Guitar I
- Music, Level II, Guitar II
- Music, Level III, Guitar III
- Music, Level IV, Guitar IV
- Music, Level I, Harp I
- Music, Level II, Harp II
- Music, Level III, Harp III
- Music, Level IV, Harp IV

Music Studies

- Music, Level I, Music Theory I
- Music, Level II, Music Theory II
- Music, Level I, Music Appreciation I
- Music, Level II, Music Appreciation II
- Music, Level I, Music Business I
- Music, Level II, Music Business II
- Music, Level I, Music Composition I
- Music, Level II, Music Composition II
- Music, Level I, Music Production I
- Music, Level II, Music Production II
- Music, Level I, Music and Media Communications I
- Music, Level II, Music and Media Communications II

Theatre

- Theatre, Level I, Theatre Arts I
- Theatre, Level II, Theatre Arts II
- Theatre, Level III, Theatre Arts III
- Theatre, Level IV, Theatre Arts IV
- Theatre, Level I, Theatre Production I
- Theatre, Level II, Theatre Production II
- Theatre, Level III, Theatre Production III
- Theatre, Level IV, Theatre Production IV
- Theatre, Level I, Theatre and Media Communications I
- Theatre, Level II, Theatre and Media Communications II
- Theatre, Level III, Playwriting I
- Theatre, Level IV, Playwriting II
- Theatre, Level III, Directing I
- Theatre, Level IV, Directing II

Musical Theatre

- Musical Theatre, Level I, Musical Theatre I
- Musical Theatre, Level II, Musical Theatre II
- Musical Theatre, Level III, Musical Theatre III
- Musical Theatre, Level IV, Musical Theatre IV

Fine Arts, High School (Continued)

Technical Theatre

- Technical Theatre, Level I, Technical Theatre I
- Technical Theatre, Level II, Technical Theatre II
- Technical Theatre, Level III, Technical Theatre III
- Technical Theatre, Level IV, Technical Theatre IV
- Technical Theatre, Level II, Lighting and Sound
- Technical Theatre, Level III/IV, Advanced Lighting and Sound
- Technical Theatre, Level II, Stagecraft
- Technical Theatre, Level III/IV, Advanced Stagecraft
- Technical Theatre, Level II, Costume Construction
- Technical Theatre, Level III/IV, Advanced Costume Construction
- Technical Theatre, Level II/III/IV, Make-up for the Theatre
- Technical Theatre, Level II, Design for the Theatre
- Technical Theatre, Level III/IV, Advanced Design for the Theatre
- Technical Theatre, Level II, Theatre Management
- Technical Theatre, Level III/IV, Advanced Theatre Management

Career and Technical Education

- Principles and Elements of Floral Design

To be eligible for adoption, instructional materials submitted in response to this proclamation must meet at least 50% of the elements of the Texas Essential Knowledge and Skills (TEKS)—for the subject and grade level for which the materials are intended—and the English Language Proficiency Standards (ELPS) in both the student version and the teacher version of the instructional materials. The materials must also comply with applicable manufacturing standards and be free from factual errors at the time of implementation in schools.

Instructional materials submitted in response to this proclamation will undergo a full and complete investigation by a state review panel to identify the extent to which the materials meet the required TEKS and to identify factual errors. At the completion of the review, the state review panels will report their findings to the commissioner of education.

The panels' findings serve as the basis for the commissioner of education's recommendation to the SBOE regarding the adoption of materials. The SBOE is scheduled to make its determination regarding the adoption of materials submitted in response to this proclamation in November of 2014. The SBOE's determination is final.

Instructional materials adopted under this proclamation are scheduled to be implemented beginning in the 2015–2016 school year. Adopted materials are eligible for purchase with funds from the Instructional Materials Allotment, and will be ordered by school districts and open-enrollment charter schools through the Texas Education Agency's (TEA) Educational Materials (EMAT) system. The intrastate freight costs for adopted instructional materials will be paid by the TEA.

This proclamation contains the TEKS for the subjects and grade levels for which bids are being invited. It also contains a detailed schedule of adoption procedures, the 2011–2012 enrollment for each course included in the proclamation, specifications for providing digital files for the production of Braille and large-type versions of adopted instructional materials, and a glossary of terms. Additional information and specific instructions for addressing the requirements of this proclamation will be released on the TEA website.

In addition to this proclamation, all interested publishers and other content providers should carefully read and fully understand both the state statutes and the administrative rules that govern the review and adoption of instructional materials. The language of [Chapter 31 of the Texas Education Code \(TEC\)](#) is available on the Texas Legislature’s website. The language of [Subchapters A through C of Title 19, Chapter 66 of the Texas Administrative Code](#) is available on the Texas Secretary of State’s website. It is imperative for each participant in the adoption to carefully read and fully understand all of this information.

Schedule of Adoption Procedures

2013

January 2013: *SBOE Meeting*

- *Proclamation 2015* (for adoption in 2014 and implementation in the 2015–2016 school year) presented to the State Board of Education (SBOE) for discussion.

February/March 2013

- Texas Education Agency (TEA) conducts meeting to discuss *Proclamation 2015* with interested publishers.

April 2013: *SBOE Meeting*

- *Proclamation 2015* presented to the SBOE for action.
- SBOE issues *Proclamation 2015*.

July 2013: *SBOE Meeting*

- SBOE adopts *Proclamation 2015 Questions and Answers* document.

August 2013

- TEA releases *Proclamation 2015 Publisher Handbook*.
- TEA conducts publisher orientation meeting for parties interested in filing *Statements of Intent to Bid*.

September 2013

- TEA posts *Nomination to State Review Panel* forms to TEA website and distributes to the SBOE, Texas state officials, school districts and open-enrollment charter schools, universities, and regional Education Service Centers (ESCs). Those submitting nominations shall file completed forms by January 10, 2014.

Friday, December 6, 2013

- **Deadline** for publishers to file *Statements of Intent to Bid Instructional Materials*. Publishers shall provide detailed specifications regarding price, hardware, software, and/or special equipment needed to review any item included in an instructional materials submission. Publishers shall file all documents by 5:00 P.M. CST.

Note: Only those who file a Statement of Intent to Bid by 5:00 P.M. CST on December 6, 2013 will be allowed to participate in the adoption process. Please see SBOE rules [19 TAC §66.48 \(a–e\)](#) for additional information.

2014

Friday, January 10, 2014

- **Deadline** to file *Nomination to State Review Panels* forms. Those submitting nominations shall file all documents by 5:00 P.M. CST.

Upon initial contact by a representative of the TEA, state review panel nominees begin a “no-contact” period in which they may not have either direct or indirect contact with any person having an interest in the content of instructional materials under evaluation by the panel.

Friday, January 31, 2014

- **Deadline** for publishers to provide a complete description of all items included in a student and teacher component. Publishers shall file all documents by 5:00 P.M. CDT.

January–February 2014

- TEA reviews state review panel nominations.

Friday, February 7, 2014

- Each ESC designates the person who will supervise the sample instructional materials and publishes a schedule specifying hours and dates sample materials may be reviewed by the public.
- Each ESC publishes a news release and notifies area schools concerning sample instructional materials. In the notice, the ESC shall include the person to be contacted regarding sample instructional materials and the hours and dates samples will be available for review by the public.

March 2014

- TEA notifies state review panel candidates of appointment.

Friday, April 18, 2014

- **Deadline** for publishers to submit one (1) complete, electronic, pre-adoption sample copy of instructional materials along with one (1) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form to the TEA. Publishers shall file all materials by 5:00 P.M. CDT.
- **Deadline** for publishers to submit one (1) complete, electronic, pre-adoption sample copy of instructional materials along with one (1) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form to each of the twenty ESCs. Publishers shall file all materials by 5:00 P.M. CDT.

Electronic samples must allow for multiple simultaneous users.

Publishers providing Internet-based instructional materials shall supply the TEA and ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs until final samples are submitted in May 2015. Access to electronic samples should be available for multiple simultaneous users.

Publishers shall ensure that all samples are complete as to content. Electronic instructional materials, including Internet-based products, must be functional for review purposes.

The TEA, ESCs, and affected publishing companies shall work together to ensure that hardware or special equipment necessary for review of any item included in a student and/or teacher component of an instructional materials submission is available in each ESC.

Note: The TEA may require additional samples for use by contracted reviewers, members of the SBOE, and others.

- **Deadline** for publishers to file a signed *Affidavit of Authorship* certifying that each individual whose name is listed as an author or contributor of content was engaged in the development of the materials. In the affidavit, the publisher shall also state in general terms each author's involvement in the development. Publishers shall file all documents by 5:00 P.M. CDT.
- **Deadline** for publishers to provide each school district and open-enrollment charter school with information that fully describes instructional materials submitted under *Proclamation 2015*. Publishers shall file all documents by 5:00 P.M. CDT.

Friday, April 25, 2014

- **Deadline** for ESCs to notify the TEA of any irregularities in sample shipments of all materials. ESCs shall file notification on forms provided by the TEA by 5:00 P.M. CDT.

TEA will notify the appropriate publisher of any irregularities in the sample shipments.

April–May 2014

- TEA provides instructions to publishers for delivery of materials for the state review panels. Shipments shall include all samples, which must be complete as to content and functional for review purposes, and their correlations to the TEKS. Shipments shall include only TEKS-bearing components. Ancillary materials are not permitted at the state review panel meetings. Publishers of instructional materials that require hardware or special equipment shall provide appropriate hardware or equipment for the review.

Spring–Summer 2014

- TEA conducts orientation and training sessions for state review panel.
- The state review panel evaluates instructional materials submitted for adoption.
- TEA releases preliminary recommendations that instructional materials be placed on the adopted list or rejected.

July 2014: *SBOE Meeting*

- SBOE may hold public hearing on instructional materials submitted for adoption.
- The SBOE may set Permanent School Fund (PSF) payout rate for the 2016–2017 biennium.

Friday, August 1, 2014

- **Deadline** for publishers to file *Publisher's Certification of Editorial Review* affirming that instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation. Publishers shall file all documents by 5:00 P.M. CDT.
- **Deadline** for publishers to file *Identification of Factual Errors by Publisher* form listing the corrections to be made to the instructional materials submitted for adoption. Publishers shall file all documents by 5:00 P.M. CDT.

Friday, August 22, 2014

- **Deadline** for publishers to re-submit all new content provided to the state review panels in response to a report of TEKS not addressed. Submissions must in a format approved by the commissioner of education. Publishers shall file all documents by 5:00 P.M. CDT.

Friday, September 5, 2014

- **Deadline** for Texas residents to file lists of alleged factual errors in instructional materials under consideration for adoption. Residents shall file all documents by 5:00 P.M. CDT.
- **Deadline** for Texas residents to file official written comments concerning instructional materials submitted for adoption. Residents shall file all documents by 5:00 P.M. CDT.
- Prior to the September hearing, the TEA will provide written comments and lists of alleged factual errors to the SBOE, participating publishers, ESCs, and those who have filed written requests.
- **Deadline** for publishers who elect to protest the preliminary recommendation to file request for show-cause hearings. Publishers shall file all documents by 5:00 P.M. CDT.

September 2014

- Prior to the SBOE meeting, TEA publishes schedule and procedures for the public hearing to be held by the SBOE.
- Prior to the SBOE meeting, the TEA releases copies of official written comments via the TEA website.
- Members of the general public request to appear at the public hearing before the SBOE; priority will be given to Texas residents. All documents, which must identify subjects, titles, and publishers of instructional materials to be addressed, should be filed with the TEA's division of Instructional Materials and Educational Technology.

Friday, September 12, 2014

- **Deadline** for publishers to provide the name, address, and telephone number of the production manager of each printed instructional materials being prepared for submission. Publishers shall file all documents by 5:00 P.M. CDT.

September 2014: *SBOE Meeting*

- SBOE holds public hearing on instructional materials submitted for adoption. The archived webcast will be available through the TEA website.
- The SBOE may set Permanent School Fund (PSF) payout rate for the 2016–2017 biennium.

10 working days after the close of the hearing

- **Deadline** for publishers and any others who participated in a hearing before the SBOE to file responses to official written comments from Texas residents and to testimony presented at the public hearing. Respondents shall file all documents by 5:00 P.M. CDT.

10 working days after receiving official written comments

- The TEA releases copies of responses to written and/or oral testimony to members of the SBOE, ESCs, participating publishers, and those who have filed written requests.

Friday, September 26, 2014

- **Deadline** for publishers to file one signed original copy and one electronic copy of the *Official Bid Form*. Publishers shall file all documents by 5:00 P.M. CDT.

Friday, October 3, 2014

- **Deadline** to file complaints alleging violations of statutes, rules, or procedural irregularities. Documents shall be filed by 5:00 P.M. CDT.

Formal or informal hearings may be heard in the case of an apparent violation of statute. Upon determining that a violation has occurred, the findings shall be reported to the SBOE.

- The *Report of Required Corrections of Factual Errors* is released, listing all corrections of factual errors required in the instructional materials under consideration for adoption. The reports will be released to the SBOE, affected publishers, ESCs, and others, such as Braillists, needing immediate access to the information.
- The *Recommendations for the Adoption List of Instructional Materials* is released, giving advice to the SBOE regarding the adoption of instructional materials.

Friday, October 17, 2014

- **Deadline** for publishers to file written confirmation of their intent to make all corrections identified in the *Report of Required Corrections of Factual Errors* and required by the SBOE. Publishers shall file all documents by 5:00 P.M. CDT.

November 2014: *SBOE Meeting*

- SBOE committee considers final recommendations regarding the adopted list.
- SBOE considers instructional materials submitted under *Proclamation 2015* for adoption.
- The SBOE may set Permanent School Fund (PSF) payout rate for the 2016–2017 biennium.

Friday, December 5, 2014

- **Deadline** for publishers of adopted instructional materials to provide three print copies of the adopted student materials, one copy of NIMAS files, and a screen-shot from the publisher’s copy of the NIMAC Validation Wizard showing that the file has successfully passed validation with “0 errors, 0 warnings” for both the XML file and OPF file. Publishers shall submit all materials to the designated Braille producer by 5:00 P.M. CST.

Publishers are not required to provide printed copies or NIMAS files of materials that are designed for use solely by teachers. If a visually-impaired teacher requests a Braille version during the adoption period, the TEA will contact the publisher and instruct them where to ship two printed teacher editions. **Publishers must provide two print copies and NIMAS files of blackline masters or any other materials included in the teacher component that are intended for student use.**

Instructional Materials delivered electronically must conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA, available at <http://www.w3.org/TR/WCAG20/> and must meet the technical standards of the Federal Rehabilitation Act, Section 508, available at <http://www.Section508.gov>.

Friday, December 19, 2014

- **Deadline** for publishers to file the *Register of Contact* form indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication. Publishers shall file all documents by 5:00 P.M. CST.

2015

Friday, February 13, 2015

- **Deadline** for publishers to file *Identification of Editorial Changes by Publisher* form listing the editorial revisions made to the instructional materials submitted for adoption. Publishers shall file all documents by 5:00 P.M. CST.

March 25, 2015:

- TEA provides the contact information of the designated large print and audio producers to publishers of adopted printed instructional materials.

April 2015

- School districts and open-enrollment charter schools scheduled to begin submitting orders for new instructional materials through EMAT.

Friday, May 1, 2015

- **Deadline** for publishers to file signed *Publisher’s Affidavit* verifying that all required corrections have been made. Publishers shall file all documents by 5:00 P.M. CDT.
- **Deadline** for publishers to provide one (1) complete copy of adopted instructional materials that incorporates all required corrections to the TEA. Corrected samples must be representative of the final program. Publishers shall submit all materials by 5:00 P.M. CDT.

Publishers providing Internet-based instructional materials shall supply the TEA with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

- **Deadline** for publishers to file *Forms B and M*, and *Warranty*, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards. Publishers shall file all documents by 5:00 P.M. CDT.

Friday, May 1, 2015 (*continued*)

- **Deadline** for publishers to provide three (3) complete copies of adopted student editions and one (1) copy of the NIMAS files that incorporate all required corrections to the Braille producer designated by the TEA. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.
- **Deadline** for publishers to provide one (1) complete copy of adopted student editions and one (1) copy of the NIMAS files that incorporates all required corrections to the designated Large-print producer. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.
- **Deadline** for publishers to provide one (1) complete copy of adopted student editions and one (1) copy of the NIMAS files that incorporates all required corrections to the designated audio producer. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.
- **Deadline** for publishers to provide one (1) copy of the NIMAS files that incorporates all required corrections to the TEA. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase. Publishers shall submit all materials by 5:00 P.M. CDT.
- **Deadline** for publishers to provide one (1) complete copy of adopted instructional materials that incorporates all required corrections to each of the twenty ESCs. Corrected samples must be representative of the final program. Publishers shall submit all materials by 5:00 P.M. CDT.

Publishers providing Internet-based instructional materials shall supply the ESCs with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

Note: The TEA may require additional corrected samples for use by contracted reviewers, members of the SBOE, and others.

June–August 2015

- Publishers scheduled to distribute adopted instructional materials to school districts and open-enrollment charter schools.

Each publisher shall guarantee delivery of or access to instructional materials at least ten business days before the opening day of school of the year for which the materials are ordered if the materials have been ordered by a date specified in the sales contract.

Additional Information

- Instructional materials must meet at least 50% of the elements (student expectations) of the Texas Essential Knowledge and Skills (TEKS)—for the subject and grade level for which the materials are intended—in both the student version and the teacher version of the instructional materials.
- If a student expectation is subdivided into constituent parts or “breakouts,” then each individual breakout must be sufficiently covered in order for the student expectation to be considered addressed and counted toward the 50% minimum requirement.
- Instructional materials must be free from factual errors at the time of implementation in schools.
- Printed materials intended for use by the student must comply with the standards in the latest edition of *Manufacturing Standards and Specifications for Textbooks*, approved by the Advisory Commission on Textbook Specifications.
- Publishers must mark-up print instructional materials eligible for NIMAS submission that contain mathematical and scientific instructional content by using the Math ML3 (refer to latest applicable version) module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium website, available at <http://www.daisy.org/z3986/structure/SG-DAISY3/index.html>.
- Instructional Materials delivered electronically must conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA, available at <http://www.w3.org/TR/WCAG20/> and must meet the technical standards of the Federal Rehabilitation Act, Section 508, available at <http://www.Section508.gov>.
- Electronic instructional materials that are not compliant with technical standards of the Federal Rehabilitation Act, Section 508 and/or do not conform to the Web Content Accessibility Guidelines 2.0 Level AA, will be removed from the EMAT system and will not be available to districts through the TEA.
- Materials submitted for adoption in response to Proclamation 2015 must align with the English Language Proficiency Standards (ELPS).
- The submission of open-source materials is welcome under Proclamation 2015.
- All official samples submitted to satisfy the requirements of the proclamation must be provided electronically.
- Electronic samples must allow for multiple simultaneous users.

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Requirements of Participating Content Providers

Below is a list of requirements that each organization participating in the adoption under Proclamation 2015 will be expected to fulfill. The deadline for each requirement is provided in the schedule of adoption procedures, and detailed information about each of these requirements—as well as the forms necessary to fulfill them—will be posted on the TEA website as soon as it is available. An organization’s inability to meet any of the requirements by the deadlines given in this proclamation may, at the discretion of the commissioner of education, result in that organization’s materials being removed from consideration for adoption.

- **Statement of Intent to Bid:** Participants planning to submit instructional materials for adoption must file one *Statement of Intent to Bid* form for each product and course bid. A publisher that does not submit a *Statement of Intent to Bid* by the deadline given in the proclamation will not be eligible to participate in the adoption. Each product, and each component of a product, must have its own 13-digit ISBN.
- **Complete Description Form:** Participants submitting instructional materials for adoption must submit to the TEA a complete description of all items included in a bid.
- **Description of Submitted Materials:** Participants submitting instructional materials for adoption must provide each school district and open-enrollment charter school with information that fully describes each of the organization’s submitted instructional materials.
- **Pre-Adoption Samples:** Participants submitting instructional materials for adoption must submit electronic samples of each product bid. Samples must be sent to the TEA, each of the 20 education service centers (ESCs), and any school district or open-enrollment charter school that submits a request.
- **Pre-Adoption Samples for State Review Panels:** Participants submitting instructional materials for adoption must submit samples to the state review panels. The TEA will provide detailed instructions for submitting samples to the state review panels.
- **Affidavit of Authorship or Contribution:** Participants submitting instructional materials for adoption must certify that each individual whose name is listed as an author or contributor of instructional materials contributed to the development of the materials. Publishers must file one signed and notarized *Affidavit of Authorship or Contribution* form for each product and course bid.
- **Correlation to the TEKS:** Participants must indicate where in the product(s) they believe that the required TEKS are addressed. Publishers must file one form for each product and course bid. For print products, the correlations must be submitted on the form provided by the TEA. For electronic products, the correlations must be included within the product and link to the exact locations where each student expectation is addressed.
- **Certification of Editorial Review:** Participants submitting instructional materials for adoption must affirm that all instructional materials have been edited for accuracy, content, and compliance with the requirements of the proclamation. Publishers must file one *Certification of Editorial Review* form for each product and course bid.
- **List of Publisher Corrections:** Participants submitting instructional materials for adoption must provide a list of all corrections and editorial changes necessary to each student and teacher component of an instructional material submission. All factual errors must be corrected before adopted materials are implemented in schools.

- **Electronic Files for the Production of Braille, Large-Type, and Audio Materials:** Participants submitting print instructional materials for adoption must provide NIMAS-compliant electronic files, and agree to allow the TEA or its agents to reproduce adopted instructional materials in a format suitable for students and teachers with visual impairments. Additionally, participants must provide the TEA with contact information for each production manager of instructional material.
- **Official Bid Form:** Participants submitting instructional materials for adoption must submit one *Official Bid Form* for each product and course bid, giving the official bid price of the instructional materials
- **Publisher's Intent to Correct:** Participants submitting instructional materials for adoption must confirm their willingness to make all identified corrections to the materials submitted for adoption as required by the SBOE.
- **Register of Contact:** Participants submitting instructional materials for adoption must submit a register indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication.
- **Affidavit of Corrections:** Participants that have materials adopted by the SBOE must verify that all corrections required as a condition of adoption have been made. Participants must submit one *Affidavit of Corrections* for each product and course bid.
- **Post-Adoption Samples:** Participants that have materials adopted by the SBOE must submit corrected sample copies of adopted instructional materials to the TEA, ESCs, the Braille producer, the designated large-print producer, the producer of audio materials, and to each school district and open-enrollment charter school that requests one.
- **Forms B, M and Warranty:** Participants submitting instructional materials for adoption must certify that all materials meet manufacturing standards. For print products, participants must submit a *Form B & Warranty* for each student component in a program. For electronic products, participants must submit a *Form M & Warranty* for each component of electronic media.
- **Contract:** Participants that have materials adopted by the SBOE will be asked to enter into a contract to provide the instructional materials to all districts and charter schools that order them for an initial contract period of eight years and that may include one contract extension for a period of not more than four years.

Student Enrollment by Grade Level/Course

Enrollment numbers for kindergarten through eighth grade represent reported student enrollment for those grade levels for the 2011–2012 school year. The enrollment numbers for elective courses in elementary and middle school and all high school courses represent the reported enrollment for those courses for the 2011–2012 school year. The enrollment information for Spanish comes from the reported enrollment of limited English proficient students in bilingual education programs in each grade. The enrollment information for specific calls for teacher materials comes from the count of teacher full-time equivalents.

Course	2011–2012 Enrollment
Elementary Grades	
Grade K	379,431
Grade 1	392,276
Grade 2	383,400
Grade 3	379,400
Grade 4	375,729
Grade 5	377,701
Grade 6	372,802
Grade 7	366,104
Grade 8	360,198
Elementary Grades (Spanish)	
Grade K	78,798
Grade 1	80,341
Grade 2	73,807
Grade 3	68,973
Grade 4	56,996
Grade 5	40,600
Social Studies	
United States History Studies Since 1877	279,596
World History Studies	315,908
World Geography Studies	383,900

Course	2011–2012 Enrollment
Social Studies (Continued)	
United States Government	234,961
Economics with Emphasis on the Free Enterprise System and Its Benefits	237,945
Psychology	46,806
Sociology	37,139
Mathematics	
Algebra I	406,307
Algebra II	307,082
Geometry	373,341
Precalculus	155,236
Mathematical Models with Application	130,775
Advanced Quantitative Reasoning	12,962
Engineering Mathematics	1,399
Mathematical Applications in Agriculture, Food, and Natural Resources	801
Statistics and Risk Management	3,210
Robotics Programming and Design	Enrollment Not Yet Available
Fine Arts, Elementary	
Art	
Art, Kindergarten – TRS Edition only	402
Art, Grade 1	255,239
Art, Grade 2	257,399
Art, Grade 3	255,264
Art, Grade 4	254,194
Art, Grade 5	231,678
Music	
Music, General Music Learning Systems, Kindergarten, TRS Edition only	442
Music, General Music Learning Systems, Grade 1, TRS Edition only	713

Fine Arts, Elementary (Continued)**Music (Continued)**

Music, General Music Learning Systems, Grade 2, TRS Edition	708
Music, Grade 2, Pupil Edition	326,329
Music, General Music Learning Systems, Grade 3, TRS Edition	690
Music, Grade 3, Pupil Edition	323,193
Music, General Music Learning Systems, Grade 4, TRS Edition	690
Music, Grade 4, Pupil Edition	317,381
Music, General Music Learning Systems, Grade 5, TRS Edition	725
Music, Grade 5, Pupil Edition	295,181

Theatre

Theatre, Theatre Teacher's Resource Book, Kindergarten	13
Theatre, Theatre Teacher's Resource Book, Grade 1	79
Theatre, Theatre Teacher's Resource Book, Grade 2	80
Theatre, Theatre Teacher's Resource Book, Grade 3	81
Theatre, Theatre Teacher's Resource Book, Grade 4	82
Theatre, Theatre Teacher's Resource Book, Grade 5	78

Fine Arts, Middle School**Art**

Art, Middle School 1	104,676
Art, Middle School 2	89,711
Art, Middle School 3	56,173

Dance

Dance, Middle School 1	Enrollment Not Yet Available
Dance, Middle School 2	Enrollment Not Yet Available
Dance, Middle School 3	Enrollment Not Yet Available

Music

Music, Middle School 1, General Music Learning Systems, Grade 6, TRS Edition	190
Music, Middle School 1, Grade 6, Pupil Edition	40,853

Fine Arts, Middle School (Continued)**Music (Continued)**

Music, Middle School 1, Band	110,389
Music, Middle School 2, Band	72,462
Music, Middle School 3, Band	67,612
Music, Middle School 1, Choir	41,904
Music, Middle School 2, Choir	41,725
Music, Middle School 3, Choir	36,807
Music, Middle School 1, Orchestra	22,763
Music, Middle School 2, Orchestra	16,753
Music, Middle School 3, Orchestra	19,319
Music, Middle School 2, Jazz Ensemble	1,627
Music, Middle School 3, Jazz Ensemble	1,966
Music, Middle School 1, Instrumental Ensemble	Enrollment Not Yet Available
Music, Middle School 2, Instrumental Ensemble	6,586
Music, Middle School 3, Instrumental Ensemble	6,221
Music, Middle School 1, Vocal Ensemble	Enrollment Not Yet Available
Music, Middle School 2, Vocal Ensemble	Enrollment Not Yet Available
Music, Middle School 3, Vocal Ensemble	Enrollment Not Yet Available

Theatre

Theatre, Middle School 1	34,168
Theatre, Middle School 2	36,261
Theatre, Middle School 3	26,046

Fine Arts, High School**Art**

Art, Level I, Art I	206,437
Art, Level II, Art II	Enrollment Not Yet Available
Art, Level III, Art III	Enrollment Not Yet Available
Art, Level IV, Art IV	Enrollment Not Yet Available

Fine Arts, High School (Continued)**Art (Continued)**

Art, Level I, Art Appreciation I	Enrollment Not Yet Available
Art, Level I, Art and Media Communications I	Enrollment Not Yet Available
Art, Level II, Art and Media Communications II	Enrollment Not Yet Available
Art, Level II, Drawing I	36,577
Art, Level III, Drawing II	8,733
Art, Level IV, Drawing III	1,892
Art, Level II, Painting I	8,663
Art, Level III, Painting II	2,260
Art, Level IV, Painting III	481
Art, Level II, Fibers I	277
Art, Level III, Fibers II	91
Art, Level IV, Fibers III	10
Art, Level II, Ceramics I	8,147
Art, Level III, Ceramics II	1,557
Art, Level IV, Ceramics III	209
Art, Level II, Sculpture I	5,418
Art, Level III, Sculpture II	966
Art, Level IV, Sculpture III	235
Art, Level II, Jewelry I	760
Art, Level III, Jewelry II	115
Art, Level IV, Jewelry III	28
Art, Level II, Photography I	4,304
Art, Level III, Photography II	849
Art, Level IV, Photography III	98
Art, Level II, Design I	Enrollment Not Yet Available
Art, Level III, Design II	466
Art, Level IV, Design III	132
Art, Level II, Digital Art and Media I	1,451
Art, Level III, Digital Art and Media II	239
Art, Level IV, Digital Art and Media III	100

Fine Arts, High School (Continued)

Dance

Dance, Level I, Principles of Dance I	38,367
Dance, Level II, Principles of Dance II	14,218
Dance, Level III, Principles of Dance III	7,447
Dance, Level IV, Principles of Dance IV	4,873
Dance, Level I, Ballet I	Enrollment Not Yet Available
Dance, Level II, Ballet II	Enrollment Not Yet Available
Dance, Level III, Ballet III	Enrollment Not Yet Available
Dance, Level IV, Ballet IV	Enrollment Not Yet Available
Dance, Level I, Modern/Contemporary I	Enrollment Not Yet Available
Dance, Level II, Modern/Contemporary II	Enrollment Not Yet Available
Dance, Level III, Modern/Contemporary III	Enrollment Not Yet Available
Dance, Level IV, Modern/Contemporary IV	Enrollment Not Yet Available
Dance, Level I, Jazz I	Enrollment Not Yet Available
Dance, Level II, Jazz II	Enrollment Not Yet Available
Dance, Level III, Jazz III	Enrollment Not Yet Available
Dance, Level IV, Jazz IV	Enrollment Not Yet Available
Dance, Level I, Tap I	Enrollment Not Yet Available
Dance, Level II, Tap II	Enrollment Not Yet Available
Dance, Level III, Tap III	Enrollment Not Yet Available
Dance, Level IV, Tap IV	Enrollment Not Yet Available
Dance, Level I, World Dance Forms I	Enrollment Not Yet Available
Dance, Level II, World Dance Forms II	Enrollment Not Yet Available
Dance, Level III, World Dance Forms III	Enrollment Not Yet Available
Dance, Level IV, World Dance Forms IV	Enrollment Not Yet Available
Dance, Level I, Dance Composition/Improvisation I	Enrollment Not Yet Available
Dance, Level II, Dance Composition/Improvisation II	Enrollment Not Yet Available
Dance, Level III, Dance Composition/Improvisation III	Enrollment Not Yet Available
Dance, Level IV, Dance Composition/Improvisation IV	Enrollment Not Yet Available

Fine Arts, High School (Continued)**Dance (Continued)**

Dance, Level I, Dance Theory I	Enrollment Not Yet Available
Dance, Level II, Dance Theory II	Enrollment Not Yet Available
Dance, Level III, Dance Theory III	Enrollment Not Yet Available
Dance, Level IV, Dance Theory IV	Enrollment Not Yet Available
Dance, Level I, Performance/Ensemble I	Enrollment Not Yet Available
Dance, Level II, Performance/Ensemble II	Enrollment Not Yet Available
Dance, Level III, Performance/Ensemble III	Enrollment Not Yet Available
Dance, Level IV, Performance/Ensemble IV	Enrollment Not Yet Available
Dance, Level I, Dance Production I	Enrollment Not Yet Available
Dance, Level II, Dance Production II	Enrollment Not Yet Available
Dance, Level III, Dance Production III	Enrollment Not Yet Available
Dance, Level IV, Dance Production IV	Enrollment Not Yet Available
Dance, Level I, Dance Wellness I	Enrollment Not Yet Available
Dance, Level II, Dance Wellness II	Enrollment Not Yet Available
Dance, Level III, Dance Wellness III	Enrollment Not Yet Available
Dance, Level IV, Dance Wellness IV	Enrollment Not Yet Available
Dance, Level I, Dance and Media Communications I	Enrollment Not Yet Available
Dance, Level II, Dance and Media Communications II	Enrollment Not Yet Available
Dance Level III, Dance History I	Enrollment Not Yet Available
Dance Level IV, Dance History II	Enrollment Not Yet Available

Music

Music, Level I, Band I	37,907
Music, Level II, Band II	24,639
Music, Level III, Band III	21,340
Music, Level IV, Band IV	17,744
Music, Level I, Choir I	28,907
Music, Level II, Choir II	15,379

Fine Arts, High School (Continued)**Music (Continued)**

Music, Level III, Choir III	10,815
Music, Level IV, Choir IV	8,450
Music, Level I, Orchestra I	10,199
Music, Level II, Orchestra II	6,443
Music, Level III, Orchestra III	4,329
Music, Level IV, Orchestra IV	3,514
Music, Level I, Jazz Ensemble I	4,005
Music, Level II, Jazz Ensemble II	1,655
Music, Level III, Jazz Ensemble III	1,295
Music, Level IV, Jazz Ensemble IV	1,112
Music, Level I, World Music Ensemble I	Enrollment Not Yet Available
Music, Level II, World Music Ensemble II	Enrollment Not Yet Available
Music, Level III, World Music Ensemble III	Enrollment Not Yet Available
Music, Level IV, World Music Ensemble IV	Enrollment Not Yet Available
Music, Level I, Instrumental Ensemble I	15,653
Music, Level II, Instrumental Ensemble II	7,371
Music, Level III, Instrumental Ensemble III	4,860
Music, Level IV, Instrumental Ensemble IV	3,817
Music, Level I, Vocal Ensemble I	4,265
Music, Level II, Vocal Ensemble II	2,590
Music, Level III, Vocal Ensemble III	2,240
Music, Level IV, Vocal Ensemble IV	2,009
Music, Level I, Applied Music I	3,774
Music, Level II, Applied Music II	851
Music, Level III, Applied Music III	Enrollment Not Yet Available
Music, Level IV, Applied Music IV	Enrollment Not Yet Available
Music, Level I, Mariachi I	Enrollment Not Yet Available
Music, Level II, Mariachi II	Enrollment Not Yet Available

Fine Arts, High School (Continued)

Music (Continued)

Music, Level III, Mariachi III	Enrollment Not Yet Available
Music, Level IV, Mariachi IV	Enrollment Not Yet Available
Music, Level I, Piano I	Enrollment Not Yet Available
Music, Level II, Piano II	Enrollment Not Yet Available
Music, Level III, Piano III	Enrollment Not Yet Available
Music, Level IV, Piano IV	Enrollment Not Yet Available
Music, Level I, Guitar I	Enrollment Not Yet Available
Music, Level II, Guitar II	Enrollment Not Yet Available
Music, Level III, Guitar III	Enrollment Not Yet Available
Music, Level IV, Guitar IV	Enrollment Not Yet Available
Music, Level I, Harp I	Enrollment Not Yet Available
Music, Level II, Harp II	Enrollment Not Yet Available
Music, Level III, Harp III	Enrollment Not Yet Available
Music, Level IV, Harp IV	Enrollment Not Yet Available

Music Studies

Music, Level I, Music Theory I	4,481
Music, Level II, Music Theory II	500
Music, Level I, Music Appreciation I	Enrollment Not Yet Available
Music, Level II, Music Appreciation II	Enrollment Not Yet Available
Music, Level I, Music Business I	Enrollment Not Yet Available
Music, Level II, Music Business II	Enrollment Not Yet Available
Music, Level I, Music Composition I	Enrollment Not Yet Available
Music, Level II, Music Composition II	Enrollment Not Yet Available
Music, Level I, Music Production I	Enrollment Not Yet Available
Music, Level II, Music Production II	Enrollment Not Yet Available
Music, Level I, Music and Media Communications I	Enrollment Not Yet Available
Music, Level II, Music and Media Communications II	Enrollment Not Yet Available

Fine Arts, High School (Continued)**Theatre**

Theatre, Level I, Theatre Arts I	73,742
Theatre, Level II, Theatre Arts II	13,957
Theatre, Level III, Theatre Arts III	5,032
Theatre, Level IV, Theatre Arts IV	2,270
Theatre, Level I, Theatre Production I	7,105
Theatre, Level II, Theatre Production II	2,949
Theatre, Level III, Theatre Production III	1,863
Theatre, Level IV, Theatre Production IV	1,121
Theatre, Level I, Theatre and Media Communications I	Enrollment Not Yet Available
Theatre, Level II, Theatre and Media Communications II	Enrollment Not Yet Available
Theatre, Level III, Playwriting I	Enrollment Not Yet Available
Theatre, Level IV, Playwriting II	Enrollment Not Yet Available
Theatre, Level III, Directing I	Enrollment Not Yet Available
Theatre, Level IV, Directing II	Enrollment Not Yet Available

Musical Theatre

Musical Theatre, Level I, Musical Theatre I	Enrollment Not Yet Available
Musical Theatre, Level II, Musical Theatre II	Enrollment Not Yet Available
Musical Theatre, Level III, Musical Theatre III	Enrollment Not Yet Available
Musical Theatre, Level IV, Musical Theatre IV	Enrollment Not Yet Available

Technical Theatre

Technical Theatre, Level I, Technical Theatre I	22,406
Technical Theatre, Level II, Technical Theatre II	3,624
Technical Theatre, Level III, Technical Theatre III	1,277
Technical Theatre, Level IV, Technical Theatre IV	491
Technical Theatre, Level II, Lighting and Sound	Enrollment Not Yet Available
Technical Theatre, Level III/IV, Advanced Lighting and Sound	Enrollment Not Yet Available
Technical Theatre, Level II, Stagecraft	Enrollment Not Yet Available

Fine Arts, High School (Continued)

Technical Theatre (Continued)

Technical Theatre, Level III/IV, Advanced Stagecraft	Enrollment Not Yet Available
Technical Theatre, Level II, Costume Construction	Enrollment Not Yet Available
Technical Theatre, Level III/IV, Advanced Costume Construction	Enrollment Not Yet Available
Technical Theatre, Level II/III/IV, Make-up for the Theatre	Enrollment Not Yet Available
Technical Theatre, Level II, Design for the Theatre	Enrollment Not Yet Available
Technical Theatre, Level III/IV, Advanced Design for the Theatre	Enrollment Not Yet Available
Technical Theatre, Level II, Theatre Management	Enrollment Not Yet Available
Technical Theatre, Level III/IV, Advanced Theatre Management	Enrollment Not Yet Available

Career and Technical Education

Principles and Elements of Floral Design	Enrollment Not Yet Available
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Texas Essential Knowledge and Skills

The Texas Essential Knowledge and Skills (TEKS) describe what students should know and be able to do for each course in the required curriculum.

The tables below provide links to the TEKS for each of the courses included in Proclamation 2015.

Chapter 113. Texas Essential Knowledge and Skills for Social Studies
§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.11
§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.12
§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.13
§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.14
§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.15
§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html#113.16
§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113b.html#113.18
§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113b.html#113.19
§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113b.html#113.20
§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.41
§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012. http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.42

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.43>

§113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012.

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.44>

§113.45. Psychology (One-Half Credit), Beginning with School Year 2011-2012.

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.45>

§113.46. Sociology (One-Half Credit), Beginning with School Year 2011-2012.

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.46>

Chapter 118. Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits

§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012

<http://ritter.tea.state.tx.us/rules/tac/chapter118/ch118a.html#118.4>

Capítulo 113. Conocimiento y destrezas esenciales de Texas para los Estudios sociales

Chapter 113. Social Studies (Estudios Sociales) - Kindergarten - Grade 5

<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147506176&libID=2147506169>

Chapter 111. Texas Essential Knowledge and Skills for Mathematics

§111.39. Algebra I, Adopted 2012

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.39>

§111.40. Algebra II, Adopted 2012

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.40>

§111.41. Geometry, Adopted 2012

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.41>

§111.42. Precalculus, Adopted 2012

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.42>

§111.43. Mathematical Models with Applications, Adopted 2012

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.43>

§111.44. Advanced Quantitative Reasoning, Adopted 2012

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.44>

Additional Considerations for Addressing the Mathematics Standards

- I. The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards should not be addressed in isolation. Students must have opportunities to develop proficiency in solving mathematical and real world problems. The instructional materials for mathematics in Kindergarten – Grade 8 must integrate the following process standards into the rest of the student expectations for each grade level:
 - a) apply mathematics to problems arising in everyday life, society, and the workplace;
 - b) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
 - c) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
 - d) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 - e) create and use representations to organize, record, and communicate mathematical ideas;
 - f) analyze mathematical relationships to connect and communicate mathematical ideas; and
 - g) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Chapter 130. Texas Essential Knowledge and Skills for
Career and Technical Education

**§130.10. Mathematical Applications in Agriculture, Food, and
Natural Resources (One Credit)**

<http://ritter.tea.state.tx.us/rules/tac/chapter130/ch130a.html#130.10>

§130.169. Statistics and Risk Management (One Credit)

<http://ritter.tea.state.tx.us/rules/tac/chapter130/ch130f.html#130.169>

§130.367. Engineering Mathematics (One Credit)

<http://ritter.tea.state.tx.us/rules/tac/chapter130/ch130o.html#130.367>

**§126.40. Robotics Programming and Design (One-Half to One Credit), Beginning with
School Year 2012-2013**

<http://ritter.tea.state.tx.us/rules/tac/chapter126/ch126c.html#126.40>

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter D. Elementary, Adopted 2013

§117.102. Art, Kindergarten, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.102>

§117.105. Art, Grade 1, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.105>

§117.108. Art, Grade 2, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.108>

§117.111. Art, Grade 3, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.111>

§117.114. Art, Grade 4, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.114>

§117.117. Art, Grade 5, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.117>

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter D. Elementary, Adopted 2013

§117.103. Music, Kindergarten, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.103>

§117.106. Music, Grade 1, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.106>

§117.109. Music, Grade 2, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.109>

§117.112. Music, Grade 3, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.112>

§117.115. Music, Grade 4, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.115>

§117.118. Music, Grade 5, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.118>

§117.104. Theatre, Kindergarten, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.104>

§117.107. Theatre, Grade 1, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.113>

§117.110. Theatre, Grade 2, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.110>

§117.113. Theatre, Grade 3, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.113>

§117.116. Theatre, Grade 4, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.116>

§117.119. Theatre, Grade 5, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117d.html#117.119>

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter E. Middle School, Adopted 2013

§117.202. Art, Middle School 1, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.202>

§117.203. Art, Middle School 2, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.203>

§117.204. Art, Middle School 3, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.204>

§117.205. Dance, Middle School 1, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.205>

§117.206. Dance, Middle School 2, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.206>

§117.207. Dance, Middle School 3, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.207>

§117.208. Music, Middle School 1, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.208>

§117.209. Music, Middle School 2, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.209>

§117.210. Music, Middle School 3, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.210>

§117.211. Theatre, Middle School 1, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.211>

§117.212. Theatre, Middle School 2, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.212>

§117.213. Theatre, Middle School 3, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117e.html#117.213>

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter F. High School, Adopted 2013

§117.302. Art, Level I (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.302>

§117.303. Art, Level II (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.303>

§117.304. Art, Level III (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.304>

§117.305. Art, Level IV (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.305>

§117.306. Dance, Level I (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.306>

§117.307. Dance, Level II (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.307>

§117.308. Dance, Level III (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.308>

§117.309. Dance, Level IV (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.309>

§117.310. Music, Level I (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.310>

§117.311. Music, Level II (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.311>

§117.312. Music, Level III (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.312>

§117.313. Music, Level IV (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.313>

§117.314. Music Studies (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.314>

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter F. High School, Adopted 2013

§117.315. Theatre, Level I, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.315>

§117.316. Theatre, Level II, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.316>

§117.317. Theatre, Level III, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.317>

§117.318. Theatre, Level IV, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.318>

§117.319. Musical Theatre, Level I (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.319>

§117.320. Musical Theatre, Level II (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.320>

§117.321. Musical Theatre, Level III (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.321>

§117.322. Musical Theatre, Level IV (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.322>

§117.323. Technical Theatre, Level I (One Credit), Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.323>

§117.324. Technical Theatre, Level II, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.324>

§117.325. Technical Theatre, Level III, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.325>

§117.326. Technical Theatre, Level IV, Adopted 2013

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117f.html#117.326>

English Language Proficiency Standards

The English Language Proficiency Standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). In order to be eligible for adoption, instructional materials must meet 100% of the ELPS.

The tables below provide links to the ELPS.

English Language Proficiency Standards
§74.4. English Language Proficiency Standards http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

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APPENDIX

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Accessibility Information

I. Electronic Instructional Materials

Publishing companies that offer electronic instructional materials (e.g., CD-ROMs, DVDs or Web-based instructional materials) for adoption are required to offer these materials in an accessible format in accordance with the technical standards of the Federal Rehabilitation Act, Section 508. The standards are available at <http://www.section508.gov/index.cfm?fuseAction=stdsdoc>.

Additionally, electronic materials adopted under Proclamation 2015 must be created to conform to the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA, available at <http://www.w3.org/TR/WCAG20/>.

Publishers must mark-up print instructional materials eligible for NIMAS submission that contain mathematical and scientific instructional content by using the Math ML3 (refer to latest applicable version) module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium website, available at <http://www.daisy.org/z3986/structure/SG-DAISY3/index.html>

Accessibility Information Resources for Publishers of Electronic Instructional Materials

The following web links, publications and conferences offer essential information for publishers that are planning the development of accessible electronic instructional materials.

General

1. Section 508: <http://www.section508.gov/>
2. Resources from the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI): <http://www.w3.org/WAI/Resources/>
3. Web Content Accessibility Guidelines (WCAG) Overview: <http://www.w3.org/WAI/intro/wcag.php>
4. How to Meet WCAG 2.0: <http://www.w3.org/WAI/WCAG20/quickref/>
5. Accessible Digital Learning Materials-Publisher/Developer Best Practices Guidelines http://aim.cast.org/learn/practice/palm/best_practices
6. Guidelines for Describing STEM Images for Use within Digital Talking Books and on Web Sites: <http://ncam.wgbh.org/about/news/ncam-publishes-guidelines-for->
7. Conference Proceedings, Annual Conference on “Technology and Persons with Disabilities,” California State University, Northridge (CSUN): <http://www.csun.edu/cod/conference/index.php>
8. Texas Administrative Code, Chapter 206, Subchapter B, Section 206.50, Accessibility and Usability of State Web Sites: [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tl oc=&p_ploc=&p_pg=1&p_tac=&ti=1&pt=10&ch=206&rl=50](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tl oc=&p_ploc=&p_pg=1&p_tac=&ti=1&pt=10&ch=206&rl=50)

Resources for Designing Accessible Web Sites

1. Web Content Accessibility Guidelines (WCAG 2.0) – W3C:
<http://www.w3.org/TR/WCAG20/>
2. Accessible Web Authoring Resources and Education (AWARE) Center for the HTML Writers Guild: <http://aware.hwg.org/>
3. Evaluation, Repair, and Transformation Tools for Web Content Accessibility:
<http://www.w3.org/WAI/ER/tools/>
4. HTML Kit (editor, validator, Word 2000 cleanup): <http://www.chami.com/html-kit/>
5. IBM Software Accessibility Checklist Checkpoint 2.1, <http://www-03.ibm.com/able/guidelines/web/accessweb.html>
6. WGBH's National Center for Accessible Media: <http://ncam.wgbh.org/>
7. Trace Research and Development Center's Developing More Usable Web Sites:
<http://www.trace.wisc.edu/world/web/>

Resources for Closed Captioning and Audio Description

1. Media Access Group at WGBH, The Caption Center: <http://www.wgbh.org/caption>
2. National Captioning Institute: <http://www.ncicap.org>
3. VITAC: <http://www.vitac.com>
4. Media Access Group at WGBH, Descriptive Video Service:
<http://main.wgbh.org/wgbh/pages/mag/services/description/>
5. Metropolitan Washington Ear, Inc.: <http://www.washear.org>
6. Narrative Television Network: <http://www.narrativetv.com>

II. Printed Instructional Materials

Instructional Materials and NIMAS Files Required For Automated Production of Specialized Formats (Braille, Large Type & Audio)

Under sections 612(a)(23)(A) and 674(e)(4) of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Improvement Act of 2004, the Secretary of Education establishes the National Instructional Materials Access Center (NIMAC) and the National Instructional Materials Accessibility Standard (NIMAS). Under Section 612(a)(23)(A) of the Act, NIMAS files of printed instructional materials are required to ensure the availability, timely production, and delivery of print instructional materials in specialized formats to blind or other persons with print disabilities in elementary and secondary schools.

Every publisher of print materials adopted under Proclamation 2015 must provide NIMAS files of their adopted programs to facilitate the production of specialized formats. The NIMAS *Technical Specification, v1.1* can be found at <http://aim.cast.org/experience/technologies/spec-v1.1>. Publishers must adhere to all NIMAS guidelines including any new guidelines that are approved by NIMAC on or before November 22, 2014.

New publishers should email nimac@aph.org to request a publisher account. The NIMAC will provide instructions regarding how to set up an account, as well as complete documentation regarding submission procedures and how to prepare metadata correctly. A new publisher may be required to provide a sample NIMAS file to the NIMAC for review before they establish an account for the publisher. Specific information and resources for publishers, including a list of frequently asked questions (FAQ), can be found at the NIMAC web site: <http://www.nimac.us/publishers.html>.

NIMAS files and printed instructional materials are required for all subjects in Proclamation 2015 for the automated production of specialized formats. However, NIMAS files are not required for Kindergarten instructional materials as the content is too pictorial for producing in a specialized format.

Each publisher participating in Proclamation 2015 is required to provide the name, address, telephone number, fax number and e-mail address of the individual responsible for providing the NIMAS files, normally the instructional materials production manager, by September 12, 2014. Communication between the Division of Instructional Materials and Educational Technology and the publisher's representative responsible for providing the NIMAS files should begin early in the file production process. Also, publishers will be requested to submit five copies of the designated print student materials and four sets of NIMAS files to be used for the production of specialized formats. Publishers should provide files of blackline masters or other materials clearly intended for student use even though they are included in the teacher component.

Publishers are required to submit five print copies and four sets of NIMAS files of student components adopted in Proclamation 2015 that incorporate all required corrections. Corrected student components and NIMAS files must be received no later than May 1, 2015.

Procedures for Providing Electronic Files and Printed Materials to TEA and Braille, Large-Type, and Audio Producers

- (1) **September 12, 2014:** Publishers provide to the Instructional Materials and Educational Technology Division the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. This information should be sent to Ms. Kelly Griffin, at e-mail address: kelly.griffin@tea.state.tx.us, fax number (512) 463-8278, or regular address: 1701 North Congress Avenue, Room 3-110, Austin, Texas 78701.
- (2) **Week Following November SBOE Meeting:** Publishers of adopted printed instructional materials are informed of the designated Braille producers by the Instructional Materials and Educational Technology Division.

(3) **December 5, 2014:**

- (a) Publishers must provide three print copies of the adopted student materials, one copy of the NIMAS files and a screen shot from the publisher's copy of the NIMAC Validation Wizard showing that the file has successfully passed validation with "0 errors, 0 warnings" for both the XML file and OPF file to the designated Braille producer.

Publishers are not required to provide printed copies or NIMAS files of materials that are designed for use by teachers. If a teacher who is visually impaired requires a Braille version during the adoption period, a publisher will be requested to provide the agency with two printed teacher editions, if applicable. **Publishers should provide two print copies and NIMAS files of blackline masters or other materials clearly intended for student use even though they are included in the teacher component.**

(4) **March 25, 2015:**

- (a) Publishers of adopted printed instructional materials are informed of the designated large print and audio producers by the Instructional Materials and Educational Technology Division.

(5) **May 1, 2015:**

- (a) Publishers must submit three print copies of the corrected student components and one copy of the corrected NIMAS files to the designated Braille producer.
- (b) Publishers must submit one print copy of the corrected student components and one copy of the corrected NIMAS files to the designated large print producer.
- (c) Publishers must submit one print copy of the corrected student components and one copy of the corrected NIMAS files to the designated audio producer.
- (d) Publishers must submit one copy of the NIMAS files that incorporates all required corrections to the TEA. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase.
- (e) Publishers must submit one copy of corrected NIMAS files to the NIMAC and a screen shot from the publisher's copy of the NIMAC Validation Wizard showing that the corrected file has successfully passed validation with "0 errors, 0 warnings" for both the XML file and OPF file.

Glossary of Terms

For the purpose of Proclamation 2015, the following words and terms will have the following meanings:

Ancillaries Those materials not listed on the publisher's *Statement of Intent to Bid*, but that the publisher plans to provide to districts and open-enrollment charter schools free with each order. Ancillaries are not reviewed by panel members at the state level and are not adopted nor sanctioned by the SBOE.

Affidavit of Authorship or Contribution A signed and notarized document by which a publisher certifies that each individual whose name is listed on its materials as an author or contributor of content was engaged in the development of the materials. The affidavit also states in general terms the involvement of each author and/or contributor.

Affidavit of Corrections A signed and notarized document by which a publisher certifies that all required corrections of factual errors have been made.

Breakouts The result of parsing the Texas Essential Knowledge and Skills (TEKS) into constituent parts. The breakouts are shown on the Correlations Form and the Evaluation Form.

Citation The identification of one occurrence of a factual error, editorial error, or a specific example of content that covers one of the Texas Essential Knowledge and Skills (TEKS).

Consumable Instructional material that is intended to be written in, depleted, or otherwise consumed during the first year of use.

Correlations Form A document, provided by the TEA, on which publishers of print materials indicate the locations in their materials where the required Texas Essential Knowledge and Skills (TEKS) are addressed. Publishers of electronic materials must include correlations as part of their products.

Depository An entity through which publishers receive and fill orders for instructional materials. Depositories must be EMAT and Electronic Data Interchange (EDI) compliant. Publishers are not required to maintain a depository, though the use of a depository is permitted.

Educational Materials System (EMAT) The TEA's statewide electronic instructional materials management system that processes all requisitions for, payments for, and deliveries of, adopted instructional materials. School districts and open-enrollment charter schools also use EMAT to request disbursements from their Instructional Materials Allotments.

Education Service Centers (ESCs) Public entities created by state statute to provide educational support programs and services to local schools and school districts. Each of the 20 ESCs serves districts in a specific geographic area.

Enrichment Subjects Those subjects, other than the foundation subjects, that public schools in Texas must offer to their students. The subjects are: languages other than English, health, physical education, fine arts, career and technical education, technology applications, and religious literature.

Error Form Please see *Identification of Errors and Changes by Publisher Form*.

Evaluation Form (State Review Panel evaluation) A document that the state review panels complete and submit detailing where the instructional material addresses the Texas Essential Knowledge and Skills (TEKS).

Exhibit A Please see *Official Bid Form*.

Form B and Warranty of Publisher A signed statement certifying that the printed books submitted for adoption conform in every respect to the *Manufacturing Standards and Specifications for Textbooks (MSST)*.

Form M and Warranty of Publisher A signed statement certifying that the electronic media submitted for adoption conform in every respect to the *Manufacturing Standards and Specifications for Textbooks (MSST)*.

Foundation Subjects Those subjects other than the enrichment subjects that public schools in Texas must offer to their students. The subjects are English language arts, mathematics, science, and social studies.

Identification of Errors and Changes by Publisher Form A document with which a publisher provides the list of all corrections necessary to each student and teacher component of an instructional materials submission.

Instructional Materials Allotment (IMA) An annual allocation of money from the Instructional Materials Fund to each school district and open-enrollment charter school. The allotment is based on student enrollment, and the per-student amount is determined annually.

Instructional Materials Fund A reserve of capital comprised of an amount set aside by the SBOE from the available school fund and any amounts lawfully paid into the fund from any other source. Money from the instructional materials fund is used to finance the instructional materials allotment.

Instructional Materials Content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional materials.

Instructional Materials and Educational Technology (IMET) The division of the TEA that coordinates the acquisition of state-approved instructional materials in various media and implements and supports educational technology to prepare Texas public school students and educators for success in the 21st century.

International Standard Book Number (ISBN) A unique number that identifies books and book-like products internationally. Each component listed on a *Statement of Intent to Bid* must have a unique 13-digit ISBN.

Manufacturing Standards and Specifications for Textbooks (MSST) The physical standards of quality and performance for K-12 instructional materials. The MSST is published by the National Association of State Textbook Administrators (NASTA).

Markup A sequence of characters or other symbols that are inserted at specific places in text or word processing file to indicate how the file is produced when it is printed or displayed or to describe the document's logical structure. The markup indicators are often called "tags".

MathML Mathematical Markup Language (MathML) is an XML application that describes mathematical notation and capturing structure and content. MathML enables mathematics to be served, received, and processed on the World Wide Web.

National Instructional Materials Accessibility Standard (NIMAS) A technical standard used to produce (XML)-based source files, from which accessible, student-ready alternate-format versions of textbooks and core materials (e.g., Braille, e-text, Digital Talking Book, large print, etc.) can be created and distributed to students with print disabilities.

No-Contact Period The time during which appointed state review panel members are not permitted to have either direct or indirect contact regarding content of instructional materials under evaluation by the panel with any person having an interest in the adoption process. The period begins when the TEA initially contacts a nominee regarding his or her appointment to review instructional materials and ends after the SBOE adopts the instructional materials.

Nonconsumable Components that are considered self-sufficient for the entire period of the adoption.

Official Bid (Exhibit A) The document with which a publisher makes an official offer to provide specific instructional materials to the state of Texas at a fixed price. The form is based on the *Statement of Intent to Bid*, and becomes Exhibit A of the contract.

Proclamation The document issued by the SBOE calling for bids for instructional materials in selected subject areas and/or grade levels. The proclamation identifies the subject areas scheduled for review and contains the content requirements Texas Essential Knowledge and Skills (TEKS). Proclamations are named for the year in which the materials are intended to be made available in the classroom.

Questions and Answers Document (Q&A) A proclamation-specific document issued by the SBOE that consists of questions presented by publishers and answers provided by the TEA.

Register of Contacts Form The document with which a publisher discloses all contact with members of the SBOE. The disclosure, which is required by state law, must include the time, date, location and purpose for each communication with a member of the SBOE.

Report of Required Corrections of Factual Errors A report presented to the SBOE listing all factual errors discovered in instructional materials being considered for adoption. This report is a compilation of the errors found by the state review panels, those reported by the publishers (who are required to disclose all known factual errors), and any reported to the TEA by the general public or third-party organizations.

Schedule of Adoption Procedures The section in the proclamation that lists the specific activities and deadlines related to the review and adoption of instructional materials.

Specialized Formats A form of published material converted into an alternative medium, such as Braille, audio, digital text, which is exclusively for use by blind or other persons with disabilities, as authorized by the *Vocational-Rehabilitation Act* and the *Americans with Disabilities Act*.

Statement of Intent to Bid The document with which a publisher indicates its intention to participate in an adoption under a specific proclamation. The form requires detailed information about each instructional product to be submitted.

State Review Panel An assembly—composed of university professors, public school teachers, parents, business and industry representatives, and other subject matter experts—that conducts a full and complete investigation of the instructional materials submitted for adoption to identify the Texas Essential Knowledge and Skills (TEKS) covered and identify factual errors.

Student Component Any instructional materials that are specifically intended for use by the student. The student components may include print and non-print materials such as student editions, workbooks, and online materials.

Teacher Component Any resources that are specifically intended for use by a teacher. The teacher components may include print and non-print materials such as teacher editions, workbooks, and online materials.

Texas Essential Knowledge and Skills (TEKS) The state standards for the foundation and enrichment curriculum, adopted by the SBOE, that identify what students should know and be able to do at the end of each grade level or course.

Textbook Please see *Instructional Materials*.