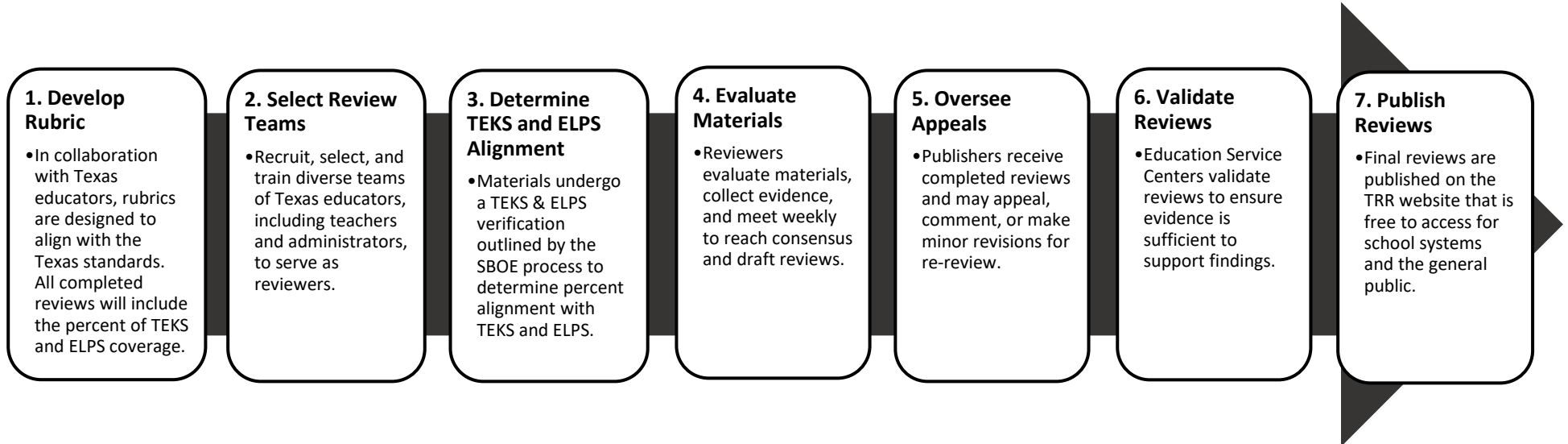# Texas Resource Review (TRR)
Foundational Literacy Grades K – 2

Top performers in many fields note that the best way to increase productivity is to improve tools. For Texas districts and schools, this means selecting high-quality instructional materials is critical to improving student achievement. This notion is backed by a growing body of research showing that using high-quality instructional materials is one of the most successful and cost-effective ways to improve student outcomes. Districts often find that determining the quality of materials that are the best fit for their students is a time intensive and uncertain process. This leaves many districts asking, "How can we give our classrooms better resources?"

To help districts answer this question, in 2017, the Texas legislature instructed the Texas Education Agency to facilitate an independent analysis of the quality of instructional materials (Texas Education Code § 31.081 and § 31.082). This process, called the Texas Resource Review (TRR), will empower and strengthen local decision-making and make it easier for educators at all levels to attend to the specific, unique needs of their students. Local Education Agencies (LEAs) will have complete autonomy to decide if and how they use the reviews as part of their local review and adoption processes.

Overview of the Process

A series of steps will be completed to ensure reviews provide districts with clear, transparent, and user-friendly information about the quality of instructional materials. A high-level overview of the steps is included in the graphic below:
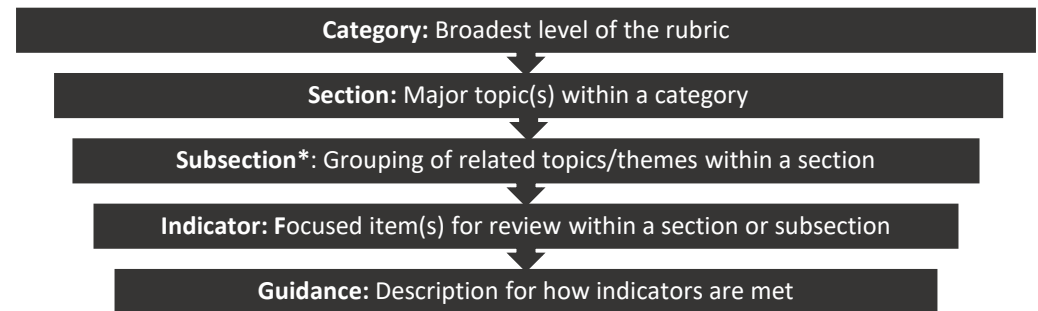
1. Develop Rubric
- In collaboration with Texas educators, rubrics are designed to align with the Texas standards. All completed reviews will include the percent of TEKS and ELPS coverage.

2. Select Review Teams
- Recruit, select, and train diverse teams of Texas educators, including teachers and administrators, to serve as reviewers.

3. Determine TEKS and ELPS Alignment
- Materials undergo a TEKS & ELPS verification outlined by the SBOE process to determine percent alignment with TEKS and ELPS.

4. Evaluate Materials
- Reviewers evaluate materials, collect evidence, and meet weekly to reach consensus and draft reviews.

5. Oversee Appeals
- Publishers receive completed reviews and may appeal, comment, or make minor revisions for re-review.

6. Validate Reviews
- Education Service Centers validate reviews to ensure evidence is sufficient to support findings.

7. Publish Reviews
- Final reviews are published on the TRR website that is free to access for school systems and the general public.

Purpose

The goal of The Foundational Literacy Grades K-2 rubric is to provide guidance for evaluating the quality of foundational literacy English Language Arts and Reading (ELAR) supplemental programs. The rubric was developed in response to many LEAs choosing to adopt a supplemental program for early literacy particularly supporting systematic phonics instruction. The rubric addresses the majority of Strand 1 Foundational Language TEKS focusing on oral language, print awareness, phonological awareness, phonics, and fluency.

Structure

The rubric is arranged by category, section, subsection, indicator, and guidance. The categories are the broadest level of the rubric and serve as its foundation. Within each category are nested sections, subsections, indicators, and guidance that provide additional details and greater clarity for review items.

*Note: Not all sections contain subsections.

Category: Broadest level of the rubric
Section: Major topic(s) within a category
Subsection*: Grouping of related topics/themes within a section
Indicator: Focused item(s) for review within a section or subsection
Guidance: Description for how indicators are met

Categories

The rubric's categories inform LEAs about essential components of instructional material products.

Category	Description
State Board of Education (SBOE) Review	This category focuses on the SBOE's TEKS and ELPS alignment review of instructional materials. The TRR compliments the SBOE review process and presents its results in the overall quality report. The SBOE review process results in a percentage of TEKS and ELPS coverage and establishes if materials meet or do not meet requirements for state adoption.
Content and Instructional Concepts	This category focus on **how well** standards are addressed by instructional materials. Sections within this category evaluate guidance for effective teaching and learning specific to the content.
Educator Supports	This category focuses on aspects of instructional materials that directly relate to tools and resources for supporting instruction. Sections within this category focus on the **guidance and support** students and educators need to ensure all students learn and succeed.
Additional Information	This category provides information on technology, cost, professional learning, and additional language supports as shared by the publisher.

Foundational Literacy Rubric
Grades K-2

Texas Resource Review

TEA — Texas Education Agency

Reviewers will navigate through the rubric based on the categories below and focus on sections within each category to evaluate the quality of instructional materials.

STATE BOARD OF EDUCATION (SBOE) REVIEW PROCESS

1 — Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

CONTENT AND INSTRUCTIONAL CONCEPTS

2 — Integration of Content, Skills, and Effective Practices

Oral Language

Print Awareness

3 — Phonological Awareness

Phonics

Fluency

Foundations of Reading and Writing

EDUCATOR SUPPORT

4 — Progress Monitoring

5 — Supports for All Learners

6 — Implementation

ADDITIONAL INFORMATION

7.1 — Technology

7.2 — Cost

7.3 — Professional Learning

7.4 — Additional Language Supports

Scoring Methodology

Quality evaluations are intended to support LEAs in making decisions that best meet their local context. To provide LEAs clear, transparent, and user-friendly information, instructional materials are scored points at the indicator level and then totaled for the section. A percentage score is calculated based on the points awarded for each section. Each score value is supported by evidence collected and the evidence is published in final reports. Sections within the rubric are scored based on the table below.

Foundational Literacy Grades K – 2 Scoring

The following provides an overview of the scoring methodology proposed to support LEAs in their review, adoption, and purchasing decisions.

Category	Section	Number of Indicators	Total Possible Points	Display on Report
SBOE Review Process	1. TEKS and ELPS Alignment	N/A	Meets/Does Not Meet SBOE Criteria	%TEKS % ELPS
Content and Instructional Concepts	2. Integration of Content Skills, and Effective Practices	6 indicators	24 points	% of total section points
	3. Foundations of Reading and Writing	11 indicators	48 points	% of total section points
Educator Support	4. Progress Monitoring	3 indicators	6 points	% of total section points
	5. Supports for All Learners	3 Indicators	6 points	% of total section points
	6. Implementation	6 indicators	10 points	% of total section points
Additional Information	7. Additional Information: Technology, Cost, Professional Learning, and Additional Language Supports	N/A	No point value	Information Provided

❶ Texas Essential Knowledge and Skills and English Language Proficiency Standards Alignment

State review panel members review instructional materials to determine the extent to which the TEKS and ELPS are covered and to identify factual errors. To be eligible for adoption, instructional materials must meet at least 50% of Strand 1 TEKS (excluding K §110.2: 2(E), 3(A), (B), (C), 4(A); Grade 1 §110.3: 2(E), 2(F), 3(A), (B), (D); 5(A), and Grade 2 §110.4: 2(D), 2(E), 3(A), (B), (D), 5(A)) and 100% of the required ELPS in the **components intended for student use** and the **components intended for teacher use**, be free from factual error, meet manufacturing specifications, be suitable for the intended course and grade level, and be reviewed by academic experts. The review results in four outputs related to the percentage of TEKS and ELPS present in materials designed for teacher and student use as seen below: Student TEKS, Teacher TEKS, Student ELPS, and Teacher ELPS. **All** materials must be reviewed for TEKS & ELPS Alignment.

Category	Student TEKS	Teacher TEKS	Student ELPS	Teacher ELPS
Does Not Meet SBOE Requirement	<50%	<50%	<100%	<100%
Meets Minimum SBOE Requirement	50-79%	50-79%	100%	100%
TEA Recommended Percentages	80%+	80%+	100%	100%

❷ Integration of Content, Skills, and Effective Practices

Materials provide an integration of effective instructional practices for foundational literacy skill development that are research based and result in building highly proficient readers. Materials focus on developing reading automaticity and accuracy, correlating to greater ability to comprehend texts.

	Indicator	Guidance	Scoring
2.1	Materials provide **direct (explicit) and systematic instruction** in developing foundational literacy skills within and across lessons.	• Materials include opportunities for sufficient student practice of foundational skills to achieve grade-level mastery. • Materials follow a developmentally appropriate continuum of skill development. • Materials support distributed practice of foundational literacy skills over the course of the year.	0/2/4
2.2	Materials include detailed guidance that supports **teacher's delivery of instruction.**	• Guidance for teachers is evident and provides explicit instructional strategies for teaching foundational skills. • Guidance supports gradual release of responsibility model in the development of foundational skills and application. • Materials include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills. • Materials provide detailed guidance for connecting students' prior content knowledge and experiences to new learning.	0/2/4
2.3	Materials are supported by reading development **research** focused on foundational literacy skills.	• Materials include cited research throughout the curriculum that supports the design of teacher and student resources (e.g. instructional guidance, decodable texts, etc.) • Materials provide research-based guidance for instruction that enriches educator understanding of foundational literacy concepts and the validity of the recommended approach. • Materials provide research-based guidance on the impact of increasing reading automaticity and accuracy through the development of foundational skills and its impact on comprehension.	0/2/4

		• Cited research is current, academic, relevant to foundational literacy skills development, and applicable to Texas-specific context and demographics. • A bibliography is present.	
2.4	Materials provide **high-quality texts** for foundational literacy skill development and guidance for the use of texts for instruction.	• Texts are strategically chosen to support foundational skill development. • The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines. • Texts include content that is engaging to K-1-2 students. • Materials provide instructional guidance for utilizing texts for foundational skill development and supporting comprehension.	0/2/4
2.5	Materials **integrate** foundational literacy skills and connect to related content throughout the curriculum.	• Materials connect and integrate foundational skills as outlined in specified Strand 1 TEKS focusing on oral language, print awareness, phonological awareness, phonics, and fluency throughout the curriculum. • Materials identify and provide guidance for communicating how specific skills integrate and connect to learning. • Materials present opportunities for students to apply foundational literacy skills to cross-curricular tasks.	0/2/4
2.6	Materials intentionally support **vocabulary** and **comprehension** development throughout the curriculum.	• Materials provide guidance for educators to identify and respond to comprehension and vocabulary building opportunities within foundational skills development activities. • Materials embed vocabulary development strategies and skills within the curriculum. • Materials provide context for educators on the impact of foundational skills development on comprehension.	0/2/4
		Total Points Possible:	24

❸ Foundations of Reading and Writing

Materials follow a research-based reading development continuum that provides high-quality instruction of foundational literacy skills for beginning readers and writers. Materials focus on the development of oral language, print concepts, phonological awareness, phonics, and fluency to develop proficient readers.

3.A Oral Language

	Indicator	Guidance	Scoring
3.A.1	Materials provide **systematic and clear instruction** in the development of oral language and provide opportunities to practice through a variety of tasks.	• Materials provide oral language instruction through a variety of methods (e.g. modeling, guided practice, coaching, feedback, and independent practice). • Materials include opportunities for students to practice oral language skills regularly and authentically throughout the curriculum. • Objectives are clearly stated and present in activities.	0/2/4
3.A.2	Materials **integrate** foundational skills that build student oral language skills.	• Discussions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. • Opportunities for oral language practice are identified and strategically embedded within the curriculum. • Materials connect oral language development to written language (e.g. reading and writing) and its impact on comprehension.	0/2/4
3.A.3	Materials provide opportunities for students to develop oral language skills through **authentic discussions and conversations.**	• Materials provide opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. • Materials provide support and guidance for students to work collaboratively to engage in authentic conversations.	0/2/4

3.B Print Awareness (Grades K – 1 Only)

	Indicator	Guidance	Scoring
3.B.1	Materials provide systematic instruction, practice, and review in **print awareness knowledge** and opportunities to apply skills to authentic tasks.	• Materials provide direct (explicit) instruction in print awareness and regular review of print concepts (e.g. parts of a book, reading directionality, letter naming, etc.). • Materials provide multiple opportunities for students to apply print awareness knowledge while engaging with a variety of texts.	0/2/4
3.B.2	Materials provide systematic instruction, practice, and review in the **alphabetic principle.**	• Materials provide direct (explicit) instruction and regular review in recognizing, identifying, and producing letter names and their associated sounds accurately. • Materials follow a research-based, strategic sequence for introduction of alphabetic knowledge. • Materials systematically introduce letter-sound relationships and move to the application of this knowledge to build decoding skills. • Materials provide multiple opportunities for students to engage in a variety of tasks that focus on the acquisition of the alphabetic principle.	0/2/4

3.C Phonological Awareness

	Indicator	Guidance	Scoring
3.C.1	Materials provide systematic and clear instruction in **phonemic awareness** (detecting and manipulating speech sounds and patterns) with opportunities to review.	• Materials provide planned and systematic instruction in phonemic awareness, which includes direct (explicit) instruction in blending, segmenting, deleting, adding, manipulating, and substituting phonemes orally, as addressed in the TEKS. • Materials include opportunities for students to develop, practice, and review phonemic awareness skills.	0/2/4

| 3.C.2 | Materials provide systematic and clear instruction in **detecting, segmenting, manipulating word parts, and discerning patterns in language** with opportunities to review. | • Materials provide planned and systematic instruction in aural syllabication, which includes direct instruction in detecting and counting syllables.
• Materials include opportunities for students to develop, practice, and review syllabication awareness with guidance for providing timely corrective feedback.
• Materials include a variety of resources that develop rhyming and alliteration awareness through a variety of practices with opportunities to review. | 0/2/4 |

3.D Phonics (Encoding and Decoding)

Indicator		Guidance	Scoring
3.D.1	Materials provide opportunities for students to learn, practice, and apply **grade-level sound-spelling patterns** as addressed in the TEKS.	• Materials provide direct (explicit) instruction in phonics skills/sound-spelling patterns. • Materials provide students opportunities to decode and encode in isolation (e.g. word list) and in context (e.g. within sentences). • Materials provide students opportunities to decode within a variety of texts. • Materials provide students opportunities to encode within a variety of writing tasks using sound-spelling pattern knowledge.	0/2/4
3.D.2	Materials provide frequent opportunities for students to read and write **high-frequency words.**	• Materials provide students opportunities to read and write high-frequency words in isolation (e.g. word list) and in context. • Materials provide frequent opportunities for students to read high-frequency words in texts and other print materials. • Materials provide frequent opportunities for students to write high-frequency words during targeted instructional activities as well as authentic tasks.	0/2/4

3.D.3	Materials connect phonics instruction to meaning by providing instruction and practice for students in developing **morphological awareness** to aid in comprehension.	• Materials support students in connecting morphemes to word meaning (e.g. meanings associated with affixes and base words). • Materials provide direct (explicit) instruction in meanings associated with word parts (e.g. affixes) and their impact on text comprehension.	0/2/4
3.D.4	Materials connect **syllabication awareness** to encoding and decoding tasks.	• Materials provide direct (explicit) instruction in identifying syllable types and division rules. • Materials provide opportunities for student to apply syllable awareness skills and syllable division rules within decoding and encoding tasks.	0/2/4

3.E Fluency (Grades 1 – 2 Only)

Indicator		Guidance	Scoring
3.E.1	Materials provide frequent opportunities for students to practice and develop **fluency** while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody.	• Materials support and guide teachers in use of routines and practices for monitoring and providing feedback on rate, accuracy, and prosody. • Materials provide students opportunities to practice fluency activities orally in a variety of ways (e.g. independent, guided, collaborative). • Materials provide a variety of grade-level texts that incorporate multiple genres for fluency practice.	0/2/4
		Total Points Possible:	48

④ Progress Monitoring

Materials provide frequent, strategic opportunities to monitor and respond to student progress toward development of appropriate grade level and content skill development.

	Indicator	Guidance	Scoring
4.1	Materials include developmentally appropriate **diagnostic tools** (e.g. formative and summative progress monitoring) and guidance for teachers and students to monitor progress.	• Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal). • Materials provide guidance to ensure consistent and accurate administration of diagnostic tools. • Materials include tools for students to track their own progress and growth. • Materials include diagnostic tools to measure all components of foundational literacy.	0/1/2
4.2	Materials include guidance for teachers and administrators to **analyze and respond to data** from diagnostic tools.	• Materials support teachers with guidance and direction to respond to individual students' needs based on measures of student progress appropriate to their level as compared to standard grade level expectations or class level. • Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation. • Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data. • Materials provide guidance for administrators to support teachers in analyzing and responding to data.	0/1/2
4.3	Materials include **frequent, integrated formative assessment opportunities.**	• Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress. • Frequency of progress monitoring is appropriate for the age and content skill.	0/1/2
		Total Points Possible:	6

❺ Supports for All Learners

Materials provide guidance and support that help teachers meet the diverse learning needs of all students.

Indicator		Guidance	Scoring
5.1	Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.	• Materials provide recommended targeted instruction and activities for students who struggle to master grade level foundational literacy skills. • Materials provide recommended targeted instruction and activities for students who have achieved grade level mastery of foundational literacy skills. • Materials provide additional enrichment activities for all levels of learners.	0/1/2
5.2	Materials provide a variety of **instructional methods** that appeal to a variety of learning interests and needs.	• Materials include a variety of instructional approaches to engage students in mastery of the content. • Materials support developmentally appropriate instructional strategies. • Materials support flexible grouping (e.g. whole, small, individual). • Materials support multiple types of practices (e.g. guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.	0/1/2
5.3	Materials include supports for **English Learners (EL)** to meet grade-level learning expectations.	• Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPs. • Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development). • Vocabulary is developed in the context of connected discourse.	0/1/2
		Total Points Possible:	6

⑥ Implementation

Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.

	Indicator	Guidance	Scoring
6.1	Materials include **year-long plans with practice and review** opportunities that support instruction.	• Materials include a cohesive, year-long plan to build students' foundational literacy skills and consider how to vertically align instruction that builds year to year. • Materials provide review and practice of foundational skills throughout the span of the curriculum.	0/1/2
6.2	Materials include **implementation support** for teachers and administrators.	• Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels. • Materials include supports to help teachers implement the materials as intended. • Materials include resources and guidance to help administrators support teachers in implementing the materials as intended. • Materials include a school years' worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220-day schedules.	0/1/2
6.3	Materials provide implementation guidance to meet variability in **programmatic design and scheduling** considerations.	• Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression. • Materials are designed in a way that allow LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.	0/1/2
6.4	Materials provide guidance on fostering **connections between home and school.**	• Materials support development of strong relationships between teachers and families. • Materials specify activities for use at home to support students' learning and development.	0/1/2

6.5	The **visual design** of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.	• Materials include appropriate use of white space and design that supports and does not distract from student learning. • Pictures and graphics are supportive of student learning and engagement without being visually distracting.	0/1/2
6.6	If present, **technology or online components** included are appropriate for grade level students and provide support for learning.	• Technology, if present, aligns to the curriculum's scope and approach to foundational literacy skill progression. • Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.	NOT SCORED
		Total Points Possible:	10

❼ Additional Information

The following information will appear on the Texas Resource Review website, providing additional information about the set of materials being reviewed.

Indicator		Guidance	Scoring
7.1	**Technology** components are identified per the information requirement checklist.	• Technology checklist is completed.	NOT SCORED
7.2	**Cost** worksheet completed.	• Cost worksheet is completed.	NOT SCORED
7.3	**Professional learning** opportunities meet criteria for implementation.	• Professional learning indicators built by TEA.	NOT SCORED
7.4	**Additional language supports** worksheet completed.	• Additional language worksheet is completed.	NOT SCORED
		Total Points Possible:	N/A

Note: TEA is currently developing a Glossary of Terms and Supporting Research List for each newly developed rubric. As part of the development process, TEA will work in coordination with relevant educator associations and councils to gather input and feedback. Final versions are scheduled to be released in Spring 2020.