Texas Resource Review (TRR)
Spanish Prekindergarten Systems Rubric

Top performers in many fields note that the best way to increase productivity is to improve tools. For Texas school 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:

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1. Develop Rubric    3. Evaluate Standards Alignment    5. Publishers Respond    7. Publish Reviews
        2. Select Review Teams    4. Review Quality    6. Validate Reviews
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1. Develop Rubric
Each quality review cycle begins with development of a rubric that defines quality in a subject area. **Rubrics are developed by Texas educators and aligned to Texas standards.** Final rubrics remain constant for several months before the review cycle begins and throughout the process.

2. Select Review Teams
Highly trained teachers and administrators are recruited from all over Texas to serve on TRR quality review teams. Every team member is rigorously vetted and trained to conduct detailed and comprehensive evaluations.

3. Evaluate Standards Alignment
Materials are evaluated with the State Board of Education (SBOE) process to determine the percent alignment with Texas Prekindergarten Guidelines.

4. Review Quality
Materials are reviewed for content, instructional concepts, and educator supports. **TRR reviewers spend more than 150 hours evaluating materials, collecting evidence, and meeting weekly to reach consensus.**

5. Publishers Respond
TRR welcomes publisher feedback. **Publishers are granted early access to each review with opportunities to appeal, comment, or request minor revisions** before it appears on the website.

6. Validate Reviews
TEA partners with education service centers to verify that quality reviews contain sufficient evidence to support indicator evaluations.

7. Publish Reviews
Final reviews are published on the Texas Resource Review website, which is freely accessible and provides local education agencies with comprehensive product information.
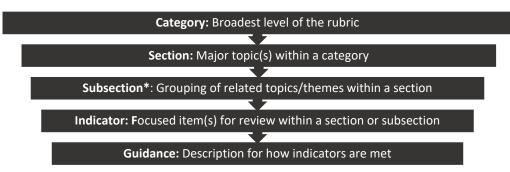
Rubric Structure

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

Description of 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 Texas Prekindergarten Guidelines 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 Texas Prekindergarten Guidelines 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.

Spanish Prekindergarten Systems Rubric

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 Prekindergarten Guidelines Alignment

CONTENT AND INSTRUCTIONAL CONCEPTS

2 Integration of Content, Skills, and Effective Practices

3 Health and Wellness Associated Domains

4 Language and Communication Domain

5 Emergent Literacy: Reading Domain

6 Emergent Literacy: Writing Domain

7 Mathematics Domain

8 Science, Social Studies, Fine Arts, & Technology Applications Domains

EDUCATOR SUPPORT

9 Progress Monitoring

10 Supports for All Learners

11 Implementation

12 Bilingual Program Model Considerations

ADDITIONAL INFORMATION

13.1 Technology

13.2 Cost

13.3 Professional Learning

13.4 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.

Prekindergarten 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. Texas Prekindergarten Guidelines Alignment	N/A	Meets/Does Not Meet SBOE Criteria	%Texas Prekindergarten Guidelines
Content and Instructional Concepts	2. Integration of Content and Skills	6 indicators	24 points	% of total section points
	3. Health and Wellness Associated Domains	5 indicators	20 points	% of total section points
	4. Language and Communication Domain	3 indicators	16 points	% of total section points
	5. Emergent Literacy: Reading Domain	7 indicators	28 points	% of total section points
	6. Emergent Literacy: Writing Domain	3 indicators	12 points	% of total section points
	7. Mathematics Domain	5 indicators	15 points	% of total section points
	8. Science, Social Studies, Fine Arts, and Technology Domains	4 indicators	16 points	% of total section points
Educator Support	9. Progress Monitoring	3 indicators	6 points	% of total section points
	10. Supports for All Learners	3 indicators	6 points	% of total section points
	11. Implementation	5 indicators	10 points	% of total section points
	12. Bilingual Program Model Considerations	3 indicators	No point value	Information Provided
Additional Information	13. Additional Information: Technology, Cost, Professional Learning, and Additional Language Supports	N/A	No point value	Information Provided

❶ Texas Prekindergarten Guidelines Alignment

State review panel members review instructional materials to determine the extent to which the Texas Prekindergarten Guidelines are covered and to identify factual errors. To be eligible for adoption, instructional materials must meet at least 50% of the Texas Prekindergarten Guidelines 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 two outputs related to the percentage of Texas Prekindergarten Guidelines present in materials designed for teacher and student use as seen below: Student Texas Prekindergarten Guidelines and Teacher Texas Prekindergarten Guidelines. **All** materials must be reviewed for Texas Prekindergarten Guidelines Alignment.

Category	Student Texas Prekindergarten Guidelines	Teacher Texas Prekindergarten Guidelines
Does Not Meet SBOE Requirement	<50%	<50%
Meets Minimum SBOE Requirement	50-79%	50-79%
TEA Recommended Percentages	80%+	80%+

❷ Integration of Content, Skills, and Effective Practices

Materials must integrate content and skills across domains and throughout the curriculum.

	Indicator	Guidance	Scoring
2.1	Materials are **cross-curricular and integrated** in an authentic way to support students' unified experience throughout the day and/or unit.	• Materials include specific, intentional, and purposeful cross-curricular connections to create a unified experience for students. • Materials name which domains are purposefully developed or reinforced in each learning activity.	0/2/4
2.2	Materials utilize **high-quality texts** as a core component of content and skill integration.	• Texts are strategically chosen to support content and skill development in multiple domains. • Texts include a mixture of translated materials and those originally written in Spanish. • Texts include content that is culturally relevant and diverse.	0/2/4
2.3	Materials support **developmentally appropriate practice** across all **content** domains.	• Materials include a variety of opportunities for purposeful play that promotes student choice. • Materials provide guidance to teachers on how to connect all domains to play. • Materials provide guidance to teachers on setting up and facilitating activities to meet, reinforce, or practice learning objectives. • Materials include both direct (explicit) instruction and student selection from purposefully planned learning center choices, as appropriate for the content and skill development.	0/2/4
2.4	Materials fit within a **developmentally appropriate programmatic structure.**	• Materials specify whether they are for three or four-year-old children. • If intended for use for both three and four-year-old children, materials include a variety of options that clearly differentiate instruction for level of development and student populations. • Materials provide differentiated recommendations for half day and full day prekindergarten programs.	0/2/4

2.5	Materials include detailed guidance that **supports teacher's delivery of instruction**.	• Guidance for teachers is evident and provides explicit instructional strategies for teaching prekindergarten skills. • 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
2.6	Materials are **supported by child development research** on children's development within and across all domains.	• Materials include a clear description of how the curriculum is supported by child development research. • Materials provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach. • Cited research is current, academic, relevant to early childhood development, and applicable to Texas-specific context and demographics. • A bibliography is present.	0/2/4
		Total Points Possible:	24

❸ Health and Wellness Associated Domains

Materials must provide for the development of the health and wellness competencies required for school readiness as indicated in the Texas Prekindergarten Guidelines.

	Indicator	Guidance	Scoring
3.1	Materials include **direct social skill instruction** and **explicit teaching** of skills.	• Full lessons on Self Concept Skills, Self-Regulation Skills, Relationships with Others, and Social Awareness Skills, as laid out in the Texas Prekindergarten Guidelines. • Materials provide guidance on teacher modeling of these skills. • Materials include appropriate texts used to support the development of social competencies. • Materials include appropriate texts used to support the development of competencies to understand and respond to emotions.	0/2/4
3.2	Materials include **repeated opportunities** for students to **practice social skills** throughout the day.	• Materials provide opportunities to learn, practice, and apply these skills throughout the day. • Practice opportunities are authentically integrated throughout all other content domains.	0/2/4
3.3	Materials include **ideal classroom arrangements** that support positive social interactions.	• Classroom arrangement supports daily opportunities for practice of social skills, including in daily learning centers. • Materials give teacher guidance on classroom arrangement to support teacher-student and student-student interactions. • Materials consider a variety of factors and components of the physical space and their impact on students' social development. • Materials can be implemented easily and effectively within a classroom arrangement that supports positive social interactions. • Materials provide suggestions for how to engage students in classroom arrangement in order to promote student ownership of the space.	0/2/4
3.4	Materials include activities to **develop physical skill and refine motor development** through movement.	• Materials provide numerous daily opportunities for students to develop their gross motor skills through movement.	0/2/4

		• Materials provide daily opportunities for students to develop their fine motor skills through tasks that do not require writing.	
3.5	Materials include activities that develop **safe and healthy habits** in students.	• Materials provide teacher guidance on modeling safe and healthy habits for students. • Materials provide a variety of opportunities and activities for students to practice safe and reflect on safe and healthy habits. • Materials communicate for both teachers and students the connection between physical and mental health.	0/2/4
		Total Points Possible:	20

④ Language and Communication Domain

Materials must include development of students' listening and speaking skills, as indicated in the Texas Prekindergarten Guidelines.

	Indicator	Guidance	Scoring
4.1	Materials provide guidance on developing students' **listening skills.**	• Materials provide teacher guidance on modeling active listening for understanding. • Materials support and scaffold daily opportunities for students to listen for understanding. • Materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts. • Materials provide opportunities for students to hear conversations that follow conversation norms.	0/2/4
4.2	Materials provide guidance on developing students' **speaking skills.**	• Materials provide opportunities for students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts. • Materials provide teacher guidance on corrective feedback of students' speech production, sentence structure, and grammar. • Materials provide teacher guidance on setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, and grammar. • Materials provide support and guidance for students to work collaboratively to engage in discussion using conversation norms.	0/2/4
4.3	Materials support expanding **student vocabulary.**	• Materials follow a progression of vocabulary development that is age and sequentially appropriate. • Materials include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning. • Materials guide the teacher to access one language to build vocabulary in the other language (e.g. cognates, translanguaging, etc.).	0/2/4

4.4	Materials include appropriate strategies for supporting students' **biliteracy development.**	• Materials include a variety of strategies for supporting students in developing Spanish and English language proficiency. • Materials highlight opportunities for students to make cross-linguistic connections. • Materials guide the teacher to leverage student's prior knowledge in each language as an asset.	0/2/4
		Total Points Possible:	16

❺ Emergent Literacy: Reading Domain

Materials must develop the key predictors of early literacy, as indicated in the Texas Prekindergarten Guidelines.

	Indicator	Guidance	Scoring
5.1	Materials provide opportunities for students to develop **oral language skills**, including through **authentic text conversations.**	• Materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts. • Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts. • Materials provide support and guidance for students to work collaboratively to engage in discussion.	0/2/4
5.2	Materials provide direct (explicit) instruction and opportunities for student practice in **phonological awareness skills.**	• Materials follow the research-based developmental continuum of how children acquire phonological awareness. • Materials take into consideration the specific characteristics of Spanish phonics (syllabication) and their implications when teaching phonological awareness. • Materials include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds/syllables. • Materials allow for student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills.	0/2/4
5.3	Materials provide direct (explicit) instruction and opportunities for student practice in **alphabetic knowledge skills.**	• Materials follow a research-based, strategic sequence for introduction of alphabetic knowledge in Spanish. • Materials provide teacher guidance on direct (explicit) introduction, modeling, and using letter names, digraphs, and sounds.	0/2/4
5.4	Materials provide direct (explicit) instruction in **print knowledge and concepts** and opportunities for student practice.	• Materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts. • Materials provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school.	0/2/4

		• Materials include a research-based sequence of foundational skills instruction and opportunities for ample student practice. • Materials follow a developmentally appropriate continuum for the development of print awareness knowledge.	
5.5	Materials include a **variety of text types and genres across contents** that are **high-quality** and at an **appropriate level of complexity.**	• Text selection is at the appropriate level of complexity for students' developmental level. • Materials include both fiction and nonfiction texts. • Materials include a variety of types of texts, such as poems, songs, and nursery rhymes. • Texts include content that is engaging to prekindergarten students and include opportunities for students to interact with the stories, including repeated parts. • Read aloud texts cover a range of student interests. • Materials include use of purposeful environmental print throughout the classroom.	0/2/4
5.6	Materials use a variety of approaches to develop students' **comprehension of text read aloud.**	• Materials include guidance for the teacher to connect texts to children's experiences at home and school. • Materials include guidance for the teacher on basic text structures and their impact on understanding of text. • Materials support the teacher in scaffolding questions for students at a variety of language proficiency levels.	0/2/4
5.7	Materials include appropriate strategies for supporting **English Learners (ELs)** in their development of emergent reading skills.	• Materials provide opportunities for students to make cross-linguistic connections. • Materials guide the teacher to leverage the student's knowledge of literacy in each language as an asset.	0/2/4
		Total Points Possible:	28

❻ Emergent Literacy: Writing Domain

Materials support students' development of pre-writing skills, including fine motor skills, as indicated in the Texas Prekindergarten Guidelines.

	Indicator	Guidance	Scoring
6.1	Materials include a **variety of experiences** through which students can engage with writing.	• Materials include direct (explicit) instruction, as well as opportunities for children to imitate adult writing. • Materials include opportunities for modeled writing • Materials include opportunities for students to generate independent writing. • Materials include opportunities for group writing on shared experiences. • Materials include opportunities for illustration/drawing with detail, which transfers to writing. • Materials include opportunities to write in response to reading and make explicit the connection between reading and writing.	0/2/4
6.2	Materials instruct students along the **developmental stages of writing**.	• Materials follow the developmental continuum of how children learn writing. • Materials provide guidance for teachers on how to nudge students along the continuum for writing development. • Materials include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.	0/2/4
6.3	Materials support **fine motor development** alongside and through writing.	• Materials provide a variety of opportunities for children to develop their fine motor skills. • Materials provide differentiation and guidance on how to develop students' fine motor skills towards writing. • Materials prescribe a variety of tools and surfaces for student writing experiences.	0/2/4
		Total Points Possible:	12

❼ Mathematics Domain

Materials follow a sequence that supports development of early mathematical competencies and problem-solving skills indicated by the Texas Prekindergarten Guidelines.

	Indicator	Guidance	Scoring
7.1	Materials follow a logical mathematical **continuum of concrete, pictorial, then abstract representations.**	• Instruction in all mathematical competencies progresses from concrete to pictorial to abstract, with the greatest emphasis on using concrete manipulatives. • Materials include a variety of types of concrete manipulatives and pictorial representations. • Materials include activities that build conceptual understanding in: counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.	0/2/4
7.2	Materials promote instruction that **builds on students' informal knowledge about mathematics.**	• Materials prompt teachers to inquire about students' developmental status and mathematical knowledge. • Materials include cross-curricular opportunities to authentically integrate mathematics throughout the day. • Materials support the use of the classroom environment and materials as vehicles to explore math concepts and skills.	0/2/4
7.3	Materials intentionally develop young children's ability to **problem solve.**	• Materials develop children's capacity to ask thoughtful questions • Materials develop children's capacity to recognize problems in their environment. • Materials develop children's capacity to use mathematical reasoning with familiar materials in the classroom and world outside the classroom.	0/2/4
7.4	Materials build students' **number sense.**	• Materials provide guidance for teachers on building conceptual understanding in math. • Materials provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines. These activities include: subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.	0/2/4

7.5	Materials develop students' **academic math vocabulary.**	• Materials include repeated opportunities to hear math vocabulary. • Materials include repeated opportunities to practice using math vocabulary. • Materials include guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary.	0/2/4
		Total Points Possible:	20

⑧ Science, Social Studies, Fine Arts, and Technology Applications Domains

Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies, as indicated in the Texas Prekindergarten Guidelines.

	Indicator	Guidance	Scoring
8.1	Materials build **science** knowledge through **inquiry-based instruction and exploration of the natural world.**	• Materials develop children's observation and questioning of their environment. • Materials develop children's ability to communicate ideas. • Materials include exploration with scientific tools. • Materials provide opportunities for students to explore physical science, life science, and earth and space science through hands-on experiences.	0/2/4
8.2	Materials build **social studies** knowledge through **study of culture and community.**	• Materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state and country. • Materials provide opportunities for students to explore commonalities and differences in individuals. • Materials provide opportunities for students to learn about routines and events, both past, present, and future. • Materials provide opportunities for students to explore the roles of consumers in their community.	0/2/4
8.3	Materials expose children to **fine arts** through **exploration.**	• Materials include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement). • Materials emphasize the students' engagement in the process of creating rather than the product that is created.	0/2/4
8.4	Materials include **technology applications.**	• Materials provide opportunities to link technology into the classroom experience. • Materials provide students the opportunity to explore and use various digital tools. • Technology supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.	0/2/4
		Total Points Possible:	16

❾ 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
9.1	Materials include **developmentally-appropriate diagnostic tools** (e.g. formative and summative progress monitoring) and guidance for teachers, students, and administrators 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 content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.	0/1/2
9.2	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 in all domains, based on measures of student progress appropriate to the developmental 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
9.3	Materials include **frequent, embedded opportunities** for monitoring progress.	- 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

⑩ Supports for All Learners

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

	Indicator	Guidance	Scoring
10.1	Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.	• Materials provide recommended targeted instruction and activities for students who have not yet mastered the content. • Materials provide recommended targeted instruction and activities for students who have mastered content. • Materials provide additional enrichment activities for all levels of learners.	0/1/2
10.2	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 multimodal instructional strategies (e.g. visual, auditory, kinesthetic, tactile, etc.) • 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
10.3	Materials include supports for **English Learners (ELs)** to meet grade-level learning expectations.	• Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency. • Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).	0/1/2
		Total Points Possible:	6

⑪ Implementation

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

	Indicator	Guidance	Scoring
11.1	Materials include **year-long plans with practice and review** opportunities that support instruction.	• Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year. • Materials provides spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.	0/1/2
11.2	Materials include **implementation support for teachers and administrators**.	• Materials are accompanied by a Texas Prekindergarten Guidelines-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 year's worth of prekindergarten instruction, including realistic pacing guidance and routines.	0/1/2
11.3	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
11.4	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

11.5	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
		Total Points Possible:	10

⑫ Bilingual Program Model Considerations

Materials provide supports for use in bilingual education programs. Bilingual program model refers to the four approved bilingual education program models in Texas as defined in Texas Administrative Code §89.1210: early exit transitional, late exit transitional, one-way dual language, and two-way dual language. Instructional materials used in any bilingual program model should naturally, authentically incorporate meaningful, culturally relevant content and experiences in all components of the program. Reviewers will use this section for a holistic evaluation.

	Indicator	Guidance	Scoring
12.1	Materials provide clear guidance specific to **bilingual program model.**	• Materials include guidance or recommendations on how they could be applied within a particular bilingual program model. • Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.	NOT SCORED
12.2	Materials support teachers in understanding the **connection between content presented in each language** and provide guidance on how to help students understand this connection.	• Materials highlight opportunities for students to make cross-linguistic connections. • Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials. • Materials support teacher and student understanding and application of the connection between the languages, (ie. cognates).	NOT SCORED
12.3	Materials in Spanish are **authentic and culturally relevant**.	• Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity. • Materials support the development of socio-cultural competence. • Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.	NOT SCORED
		Total Points Possible:	N/A

⑬ 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
13.1	**Technology** components are identified per the information requirement checklist.	• Technology checklist is completed.	NOT SCORED
13.2	**Cost** worksheet completed.	• Cost worksheet is completed.	NOT SCORED
13.3	**Professional learning** opportunities meet criteria for implementation.	• Professional learning indicators built by TEA.	NOT SCORED
13.4	**Additional language supports** worksheet completed.	• Additional language worksheet is completed.	NOT SCORED
		Total Points Possible:	N/A

Appendix

The Texas Resource Review Prekindergarten rubric was developed in alignment to the Texas Prekindergarten Guidelines, which were revised and adopted in 2015. The Texas Prekindergarten Guidelines are based on extensive research on early childhood development and education. For more information on the research used in the development of the Texas Prekindergarten Guidelines and this rubric, see the appendices of the Texas Prekindergarten Guidelines.