

## **Texas Resource Review (TRR)**

### **Spanish Language Arts and Reading (SLAR) 3 – 6**

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:



### 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 Essential Knowledge and Skills and English Language Proficiency Standards.

### 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

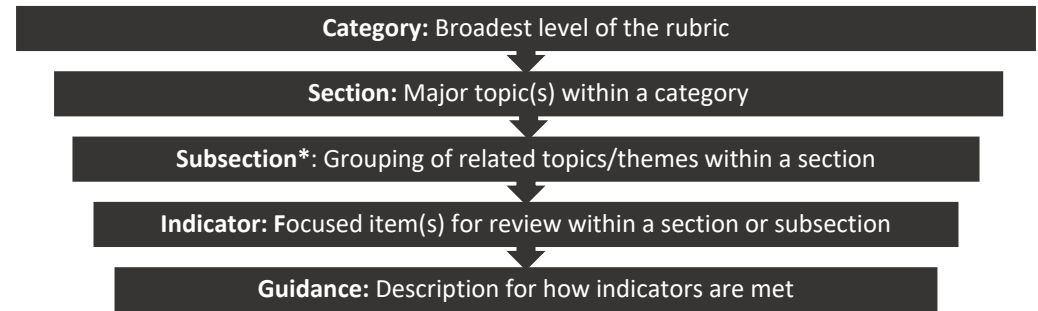
**Final reviews are published on the Texas Resource Review website,** which is freely accessible and provides local education agencies with comprehensive product information.

## Overview of the Rubric Design

### 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

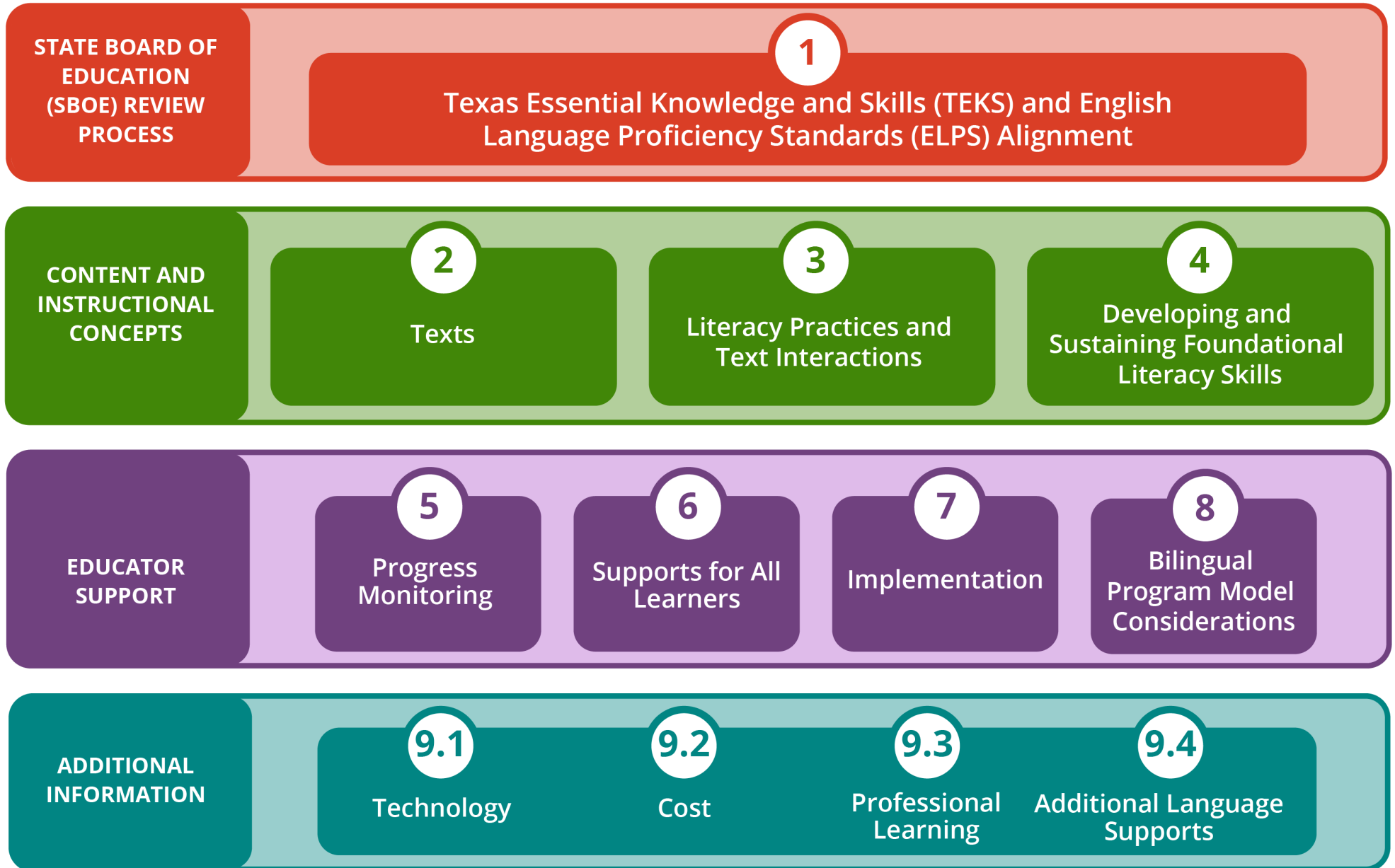


### Categories

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

| Category                                      | Description  |
|---|--|
| <b>State Board of Education (SBOE) Review</b> | 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. |
| <b>Content and Instructional Concepts</b>     | This category focus on <b>how well</b> standards are addressed by instructional materials. Sections within this category evaluate guidance for effective teaching and learning specific to the content.  |
| <b>Educator Supports</b>                      | 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 <b>guidance and support</b> students and educators need to ensure all students learn and succeed.   |
| <b>Additional Information</b>                 | This category provides information on technology, cost, professional learning, and additional language supports as shared by the publisher.  |

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.



## 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, the evidence is published in final reports. Sections within the rubric are scored based on the table below.

### SLAR Grades 3 – 6 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         |
|---|--|----------------------|-----------------------------------|---------------------------|
| <b>SBOE Review Process</b>                | 1. TEKS and ELPS Alignment   | N/A                  | Meets/Does Not Meet SBOE Criteria | %TEKS<br>% ELPS           |
| <b>Content and Instructional Concepts</b> | 2. Texts   | 3 indicators         | 12 points                         | % of total section points |
|   | 3. Literacy Practices and Text Interactions  | 13 indicators        | 46 points                         | % of total section points |
|   | 4. Developing and Sustaining Foundational Skills   | 3 indicators         | 12 points                         | % of total section points |
| <b>Educator Support</b>                   | 5. Progress Monitoring   | 3 indicators         | 6 points                          | % of total section points |
|   | 6. Supports for All Learners   | 3 indicators         | 6 points                          | % of total section points |
|   | 7. Implementation  | 5 indicators         | 8 points                          | % of total section points |
|   | 8. Bilingual Program Model Considerations  | 3 indicators         | 6 points                          | % of total section points |
| <b>Additional Information</b>             | 9. Additional Information: Technology, Cost, Professional Learning, and Additional Language Supports | N/A                  | No point value                    | Information Provided      |

## 1 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 the TEKS 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 |
|---------------------------------------|--------------|--------------|--------------|--------------|
| <b>Does Not Meet SBOE Requirement</b> | <50%         | <50%         | <100%        | <100%        |
| <b>Meets Minimum SBOE Requirement</b> | 50-79%       | 50-79%       | 100%         | 100%         |
| <b>TEA Recommended Percentages</b>    | 80%+         | 80%+         | 100%         | 100%         |

## 2 Texts (what students read, see, and hear)

Materials must include a wide variety and range of high-quality literary and informational texts that are appropriately challenging for the grade.

| Indicator                     |   | Guidance  | Scoring |
|-------------------------------|---|---|---------|
| 2.1                           | Materials include <b>high-quality texts</b> for SLAR instruction and cover a range of student interests.                                | <ul style="list-style-type: none"> <li>• The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</li> <li>• Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts.</li> </ul>   | 0/2/4   |
| 2.2                           | Materials include a <b>variety of text types and genres</b> across content that meet the requirements of the TEKS for each grade level. | <ul style="list-style-type: none"> <li>• Text types must include those outlined for specific grades by the TEKS:               <ul style="list-style-type: none"> <li>○ Literary texts must include those outlined for specific grades.</li> <li>○ Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS.</li> </ul> </li> <li>• Materials include print and graphic features of a variety of texts.</li> <li>• Materials include informational and argumentative texts that are connected to science and social studies topics in the TEKS for grades 3-8. Materials include opportunities for students to recognize and analyze characteristics of multimodal and digital texts.</li> </ul> | 0/2/4   |
| 2.3                           | Texts are appropriately challenging and are at an <b>appropriate level of complexity</b> to support students at their grade level.      | <ul style="list-style-type: none"> <li>• Texts are accompanied by a text-complexity analysis provided by the publisher.</li> <li>• Texts are at the appropriate quantitative levels and qualitative features for the grade level.</li> </ul>  | 0/2/4   |
| <b>Total Points Possible:</b> |   |   | 12      |

### 3 Literacy Practices and Text Interactions

#### Reading, Writing, Speaking, Listening, Thinking, Inquiry, and Research

Materials include instruction and practice for the grade and grade-band-specific skills of reading, writing, speaking, listening, and thinking. Materials provide questions and tasks for students to both develop and deepen comprehension of texts and topics. Students demonstrate grade-level literacy skills through reading, writing, speaking, listening, and thinking opportunities that require use of text evidence for response. Materials contain interconnected questions and tasks that build student knowledge. Tasks integrate reading, writing, speaking, listening, and thinking (including components of vocabulary, syntax, and fluency, as needed) and provide opportunities for increased independence.

#### 3.A Reading: Questions and Tasks

| Indicator    |  | Guidance   | Scoring |
|--------------|--|--|---------|
| <b>3.A.1</b> | Materials contain questions and tasks that support students in <b>analyzing and integrating knowledge, ideas, topics, themes, and connections</b> within and across texts. | <ul style="list-style-type: none"> <li>• Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS.</li> <li>• Questions and tasks require students to               <ul style="list-style-type: none"> <li>○ make connections to personal experiences, other texts, and the world around them and</li> <li>○ identify and discuss important big ideas, themes, and details.</li> </ul> </li> </ul>  | 0/2/4   |
| <b>3.A.2</b> | Materials contain questions and tasks that require students to <b>analyze the language, key ideas, details, craft, and structure of individual texts.</b>                  | <ul style="list-style-type: none"> <li>• Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to               <ul style="list-style-type: none"> <li>○ analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;</li> <li>○ compare and contrast the stated or implied purposes of different authors' writing on the same topic;</li> <li>○ analyze the author's choices and how they influence and communicate meaning (in single and across a variety of texts);</li> <li>○ make and correct or confirm predictions using text features, characteristics of genre, and structures with and without adult assistance; and</li> <li>○ ask students to study the language within texts to support their understanding.</li> </ul> </li> </ul> | 0/2/4   |



|       |  |  |       |
|-------|--|--|-------|
| 3.A.3 | Materials include a cohesive, year-long plan for students to interact with and build key <b>academic vocabulary</b> in and across texts. | <ul style="list-style-type: none"> <li>Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.</li> <li>Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.</li> </ul>   | 0/2/4 |
| 3.A.4 | Materials include a clearly defined plan to support and hold students accountable as they engage in <b>independent reading</b> .         | <ul style="list-style-type: none"> <li>Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.</li> <li>Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.</li> </ul> | 0/1   |

### 3.B Writing

|       | Indicator  | Guidance   | Scoring |
|-------|--|--|---------|
| 3.B.1 | Materials provide support for students to develop <b>composition skills</b> across multiple text types for a variety of purposes and audiences.  | <ul style="list-style-type: none"> <li>Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</li> <li>Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes.</li> <li>Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues.</li> <li>Materials provide students opportunities to write correspondence in a professional or friendly structure.</li> </ul> | 0/2/4   |
| 3.B.2 | Most written tasks require students to use <b>clear and concise information and well-defended text-supported claims</b> to demonstrate the knowledge gained through analysis and synthesis of texts. | <ul style="list-style-type: none"> <li>Materials provide opportunities for students to use evidence from texts to support their opinions and claims.</li> <li>Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.</li> </ul>   | 0/2/4   |

|              |   |  |       |
|--------------|---|--|-------|
| <b>3.B.3</b> | Over the course of the year, <b>composition convention skills</b> are applied in increasingly complex contexts, with opportunities for students to publish their writing. | <ul style="list-style-type: none"> <li>Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose multiple texts.</li> <li>Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.</li> <li>Grammar, punctuation, and usage are taught systematically, both in and out of context, and materials provide editing practice in students' own writing as the year continues.</li> </ul> | 0/2/4 |
| <b>3.B.4</b> | Materials include practice for students to write legibly in <b>cursive</b> . (Grades 3-5 only)  | <ul style="list-style-type: none"> <li>Materials include instruction in cursive handwriting for students in the appropriate grade(s).</li> <li>Materials include a plan for procedures and supports for teachers to assess students' handwriting development.</li> </ul>   | 0/1   |

### 3.C Speaking and Listening

| Indicator    |  | Guidance   | Scoring |
|--------------|--|--|---------|
| <b>3.C.1</b> | Materials support students' <b>listening and speaking about texts</b> .  | <ul style="list-style-type: none"> <li>Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension.</li> <li>Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.</li> </ul>  | 0/2/4   |
| <b>3.C.2</b> | Materials engage students in <b>productive teamwork and in student-led discussions</b> , in both formal and informal settings. | <ul style="list-style-type: none"> <li>Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking.</li> <li>Materials provide guidance for students to develop social communication skills that are appropriate to their grade level.</li> <li>Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.</li> <li>Material provide guidance for students to use nonverbal communication when presenting before an audience.</li> </ul> | 0/2/4   |

| 3.D Inquiry and Research       |  |  |         |
|--------------------------------|--|--|---------|
| Indicator                      |  | Guidance   | Scoring |
| <b>3.D.1</b>                   | Materials engage students in both <b>short-term and sustained recursive inquiry</b> processes to confront and analyze various aspects of a topic using relevant sources. | <ul style="list-style-type: none"> <li>Materials support identification and summary of high-quality primary and secondary sources.</li> <li>Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.</li> <li>Materials provide guidance to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</li> </ul>  | 0/2/4   |
| 3.E Integration of SLAR Skills |  |  |         |
| Indicator                      |  | Guidance   | Scoring |
| <b>3.E.1</b>                   | Materials contain <b>interconnected tasks</b> that build student knowledge and provide opportunities for increased independence.   | <ul style="list-style-type: none"> <li>Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.</li> <li>Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.</li> <li>Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.</li> </ul> | 0/2/4   |
| <b>3.E.2</b>                   | Materials provide <b>spiraling and scaffolded practice</b> .   | <ul style="list-style-type: none"> <li>Materials support distributed practice over the course of the year.</li> <li>Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.</li> </ul>  | 0/2/4   |
| <b>Total Points Possible:</b>  |  |  | 46      |

#### 4 Developing and Sustaining Foundational Literacy Skills

Materials follow a sequence of appropriate foundational skills instruction indicated by the TEKS while providing abundant opportunities for every student to become proficient in each of the foundational skills.

| Indicator  |  | Guidance   | Scoring |
|------------|--|--|---------|
| <b>4.1</b> | Materials provide systematic instruction and practice of foundational skills, including opportunities for <b>phonics and word analysis skills</b> (e.g., examination of grade-level prefixes and suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level orthographic rules and patterns). | <ul style="list-style-type: none"> <li>Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for ample student practice to achieve grade-level mastery.</li> <li>Materials systematically develop knowledge of grade-level phonics patterns and word analysis skills as delineated in the TEKS for grades 3-5.</li> <li>Materials provide opportunities for students to practice grade-level word recognition skills to promote automaticity.</li> <li>Materials provide opportunities for students to practice and apply word analysis skills both in and out of context.</li> <li>Materials include building spelling knowledge as identified in the TEKS.</li> <li>Materials specifically attend to supporting students in need of effective remediation.</li> <li>Materials include systematic instruction of orthographic rules and patterns.</li> </ul> | 0/2/4   |
| <b>4.2</b> | Materials include <b>diagnostic tools</b> and provide opportunities to assess student mastery, in and out of context, at regular intervals for teachers to make instructional adjustments.   | <ul style="list-style-type: none"> <li>Materials include tools to support and direct teachers to assess students' growth in, and mastery of, foundational skills (e.g., skill gaps in phonics and decoding) both in and out of context.</li> <li>Materials support teachers with guidance and direction to respond to individual students' literacy needs, based on tools and assessments appropriate to the grade level.</li> <li>Materials support the teacher in working with students to self-monitor, use context to confirm or self-correct understanding, and employ rereading when appropriate.</li> </ul>   | 0/2/4   |

|                               |  |   |              |
|-------------------------------|--|---|--------------|
| <p><b>4.3</b></p>             | <p>Materials provide frequent opportunities for students to practice and develop <b>oral and silent reading fluency</b> while reading a wide variety of grade-appropriate texts at the appropriate rate with accuracy and expression to support comprehension.</p> | <ul style="list-style-type: none"> <li>• Materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills.</li> <li>• Materials include explicit instruction in fluency, including phrasing, intonation, expression, and accuracy.</li> <li>• Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on phrasing, intonation, expression, and accuracy.</li> </ul> | <p>0/2/4</p> |
| <b>Total Points Possible:</b> |  |   | <p>12</p>    |

## 5 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 |
|-------------------------------|---|--|---------|
| 5.1                           | Materials include <b>developmentally-appropriate diagnostic tools</b> (e.g. formative and summative progress monitoring) and guidance for teachers, students, and administrators to <b>monitor progress</b> . | <ul style="list-style-type: none"> <li>Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).</li> <li>Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.</li> <li>Materials include tools for students to track their own progress and growth.</li> <li>Materials include diagnostic tools to measure all content and process skills for SLAR, as outlined in the TEKS.</li> </ul>  | 0/1/2   |
| 5.2                           | Materials include guidance for teachers and administrators to <b>analyze and respond to data from diagnostic tools</b> .  | <ul style="list-style-type: none"> <li>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.</li> <li>Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.</li> <li>Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.</li> <li>Materials provide guidance for administrators to support teachers in analyzing and responding to data.</li> </ul> | 0/1/2   |
| 5.3                           | Materials include <b>frequent, embedded opportunities</b> for monitoring progress.  | <ul style="list-style-type: none"> <li>Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.</li> <li>Frequency of progress monitoring is appropriate for the age and content skill.</li> </ul>   | 0/1/2   |
| <b>Total Points Possible:</b> |   |  | 6       |

## 6 Supports for All Learners

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

| Indicator                     |  | Guidance   | Scoring  |
|-------------------------------|--|--|----------|
| 6.1                           | Materials include <b>guidance, scaffolds, supports, and extensions</b> that maximize student learning potential.       | <ul style="list-style-type: none"> <li>Materials provide recommended targeted instruction and activities for students who have not yet mastered the content.</li> <li>Materials provide recommended targeted instruction and activities for students who have mastered content.</li> <li>Materials provide additional enrichment activities for all levels of learners.</li> </ul>   | 0/1/2    |
| 6.2                           | Materials provide a variety of instructional methods that appeal to a <b>variety of learning interests and needs</b> . | <ul style="list-style-type: none"> <li>Materials include a variety of instructional approaches to engage students in mastery of the content.</li> <li>Materials support developmentally appropriate multimodal instructional strategies (e.g. visual, auditory, kinesthetic, tactile, etc.)</li> <li>Materials support flexible grouping (e.g. whole, small, individual).</li> <li>Materials support multiple types of practices (e.g. guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.</li> </ul> | 0/1/2    |
| 6.3                           | Materials include supports for <b>English Learners (ELs)</b> to meet grade-level learning expectations.                | <ul style="list-style-type: none"> <li>Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.</li> <li>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).</li> </ul>   | 0/1/2    |
| <b>Total Points Possible:</b> |  |  | <b>6</b> |

## 7 Implementation

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

| Indicator |  | Guidance   | Scoring |
|-----------|--|--|---------|
| 7.1       | Materials include <b>year-long plans with practice and review</b> opportunities that support instruction.                  | <ul style="list-style-type: none"> <li>Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.</li> <li>Materials provides spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.</li> </ul>  | 0/1/2   |
| 7.2       | Materials include <b>implementation support for teachers and administrators.</b>   | <ul style="list-style-type: none"> <li>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.</li> <li>Materials include supports to help teachers implement the materials as intended.</li> <li>Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.</li> <li>Materials include a school year's worth of instruction, including realistic pacing guidance and routines.</li> </ul> | 0/1/2   |
| 7.3       | Materials <b>provide implementation guidance</b> to meet variability in programmatic design and scheduling considerations. | <ul style="list-style-type: none"> <li>Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.</li> <li>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.</li> </ul>   | 0/1/2   |
| 7.4       | Materials provide guidance on <b>fostering connections between home and school.</b>  | <ul style="list-style-type: none"> <li>Materials support development of strong relationships between teachers and families.</li> <li>Materials specify activities for use at home to support students' learning and development.</li> </ul>  | 0/1/2   |



|                               |   |   |       |
|-------------------------------|---|---|-------|
| 7.5                           | The visual design of student and teacher materials (whether in print or digital) is <b>neither distracting nor chaotic.</b> | <ul style="list-style-type: none"> <li>• Materials include appropriate use of white space and design that supports and does not distract from student learning.</li> <li>• Pictures and graphics are supportive of student learning and engagement without being visually distracting.</li> </ul> | 0/1/2 |
| <b>Total Points Possible:</b> |   |   | 10    |

## 8 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  |
|-------------------------------|---|---|----------|
| <b>8.1</b>                    | Materials provide clear guidance specific to <b>bilingual program model</b> .   | <ul style="list-style-type: none"> <li>Materials include guidance or recommendations on how they could be applied within a particular bilingual program model.</li> <li>Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.</li> </ul>   | 0/1/2    |
| <b>8.2</b>                    | Materials support teachers in understanding the <b>connection between content presented in each language</b> and provide guidance on how to help students understand this connection. | <ul style="list-style-type: none"> <li>Materials highlight opportunities for students to make cross-linguistic connections.</li> <li>Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.</li> <li>Materials support teacher and student understanding and application of the connection between the languages, (i.e. cognates).</li> </ul>  | 0/1/2    |
| <b>8.3</b>                    | Materials in Spanish are <b>authentic and culturally relevant</b> .   | <ul style="list-style-type: none"> <li>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.</li> <li>Materials support the development of socio-cultural competence.</li> <li>Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.</li> </ul> | 0/1/2    |
| <b>Total Points Possible:</b> |   |   | <b>6</b> |

## 9 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    |
|-------------------------------|--|--|------------|
| 9.1                           | <b>Technology</b> components are identified per the information requirement checklist. | <ul style="list-style-type: none"> <li>Technology checklist is completed.</li> </ul>             | NOT SCORED |
| 9.2                           | <b>Cost</b> worksheet completed.   | <ul style="list-style-type: none"> <li>Cost worksheet is completed.</li> </ul>                   | NOT SCORED |
| 9.3                           | <b>Professional learning</b> opportunities meet criteria for implementation.           | <ul style="list-style-type: none"> <li>Professional learning indicators built by TEA.</li> </ul> | NOT SCORED |
| 9.4                           | <b>Additional language supports</b> worksheet completed.                               | <ul style="list-style-type: none"> <li>Additional language worksheet is completed.</li> </ul>    | NOT SCORED |
| <b>Total Points Possible:</b> |  |  | 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.