

5/3/2022

Texas Resource Review Response to English Quality Phonics Rubric Public Comments

This chart provides a summary of specific feedback received from stakeholders on the English phonics, grades K–3 quality rubric and TEA’s response.

Written into statute in 2017 (Texas Education Code §§[31.081](#) and [31.082](#)), TEA will conduct an independent analysis of instructional materials to evaluate their quality. The resulting reviews will provide local education agencies (LEAs) across Texas with free, clear, and user-friendly information about the quality of materials, which LEAs may choose to use as part of their local review and adoption processes.

Summarized Comment	TEA Response to Feedback and Rationale
Add Section 0 to ensure the rule guidance is aligned with the phonics rubric	TEA updated the rubric to include the baseline phonics program expectations set by 19 Texas Administrative Code §74.2001.
Section 1: Correct the breakouts for grade 2 from “(2)(C)(xxxii)-(xxiii)” to “(2)(C)(xxxii)-(xxxiii)”	TEA updated the range of breakouts included in Section 1.
Section 1: Add information about breakouts	TEA clarified that the TEKS citations listed in Section 1 are to the breakouts of the TEKS and added information about how breakouts are created.
Indicator 2.1: Remove “and” from the second guidance bullet	TEA removed the word “and” from the middle of the sentence in the second guidance bullet.
Indicator 2.1: Edit third bullet language to read “Lesson objectives systematically progress...”	The third guidance bullet was edited to align with the Spanish rubric.
Indicator 2.2: Include “structured literacy guidance” in addition to “detailed guidance” and examples in the first guidance bullet	TEA did not make this change because this level of detail is part of the evidence guides for quality reviewers.
Indicator 2.2: Include “encoding” in the first guidance bullet	TEA did not make this change because “encoding” is covered in Section 3.C.
Indicator 2.3: Include “phonics pattern” in the first guidance bullet	TEA did not make this change. The sentence was edited to read, “Guidance for teachers includes information about common phonics pattern misconceptions...”
Indicator 2.3: Include “teaching” to first guidance bullet	The language was edited to align with Spanish rubric and ensure guidance bullet is referencing the delivery of instruction.
Indicator 2.3: Include “with consistent routines” for teaching phonics skills in the second guidance bullet	TEA made this change and added “with consistent routines” to the second guidance bullet.

Summarized Comment	TEA Response to Feedback and Rationale
Indicator 2.4: Include the use of leveled texts	TEA did not make this change since the phonics rubric is not evaluating leveled texts.
Section 3: Update the section information to ensure “ongoing practice” opportunities for students	TEA made this change to ensure students have access to content and lessons throughout the year and through ongoing practices.
Section 3. A: Change title from “Alphabet Knowledge” to “Alphabet”	TEA made this change to generalize the title to encompass both knowledge and principles.
Indicator 3.A.2: Include “decodable” to connected text in the third guidance bullet	The third guidance bullet was edited to read “decodable connected text” to ensure decodable texts are referenced.
Indicator 3.A.2: Change “letters” to “graphemes”	TEA did not make this change to maintain alignment with the English language arts and reading TEKS.
Indicator 3.B.1: Edit third guidance bullet to read “reinforce skills (through cumulative review)”	The third guidance bullet was edited to align with the Spanish rubric.
Indicator 3.B.1: Edit the score for grade 1 from <i>Yes/No</i> to <i>Not Scored</i>	The score for grade 1 was removed since the specific information is not included in the TEKS; however, review teams will support districts with evidence collection.
Indicator 3.B.2: Edit fourth guidance bullet to read “reinforce skills (through cumulative review)”	The fourth guidance bullet was edited to align with the Spanish rubric.
Indicator 3.C.1: Edit third guidance bullet to read “reinforce skills (through cumulative review)”	The third guidance bullet was edited to align with the Spanish rubric.
Indicator 3.C.2: Edit third guidance bullet to read “reinforce skills (through cumulative review)”	The third guidance bullet was edited to align with the Spanish rubric.
Indicator 3.C.1: Add “and resources” to the fourth guidance bullet	TEA added “and resources” to ensure students have a variety of activities and resources to develop phonics skills.
Indicator 3.C.1: Include “decodable” to connected text in the fourth guidance bullet.	TEA added the word “decodable” to the fourth guidance bullet to read “decodable connected text.”
Indicator 3.C.2: Add “and resources” to the fourth guidance bullet	TEA added “and resources” to ensure students have a variety of activities and resources to develop phonics skills.
Indicator 3.C.2: Include preferred strategy and heart word parts in irregular high-frequency words.	TEA did not make this change. “Heart words” are not mentioned as a specific strategy to certain curriculums.
Indicator 3.C.3: Edit second guidance bullet to read “applying knowledge of syllable types and syllable division principles” and remove “identify”	TEA made this change to align with the English language arts and reading TEKS and the Spanish rubric.

Summarized Comment	TEA Response to Feedback and Rationale
Indicator 3.C.3: Edit third guidance bullet to read “reinforce skills (through cumulative review)”	The third guidance bullet was edited to align with the Spanish rubric.
Indicator 3.C.3: Add “a variety of” and “and resources” to the fourth guidance bullet	TEA added “a variety of” and “and resources” to ensure students have a variety of activities and resources to develop phonics skills.
Indicator 3.C.3: Remove “that encourage” and add “for” students to fourth guidance bullet	The language was edited to reduce subjectivity and be more direct.
Indicator 3.C.3: Add “one-syllable” the indicator, second guidance bullet, and the fourth guidance bullet	TEA made this change to align with the first grade English language arts and reading TEKS. It also clarifies the need for student to learn different syllable types.
Indicator 3.C.4: Edit fourth guidance bullet to read “reinforce skills (through cumulative review)”	The fourth guidance bullet was edited to align with the Spanish rubric.
Indicator 3.C.4: Add “and resources” to the fourth guidance bullet	TEA added “and resources” to ensure students have a variety of activities and resources to develop phonics skills.
Indicator 3.C.4: Remove “that encourage” and add “for” students to fourth guidance bullet	The language was edited to reduce subjectivity and be more direct.
Indicator 3.C.4: Add “decodable” to connected text in the fifth guidance bullet	TEA added the word “decodable” to the fifth guidance bullet to read “decodable connected text.”
Indicator 3.C.4: Edit third guidance bullet because we don’t mix in vocabulary by using decoding/encoding. Rather, students use knowledge of syllabication, base/root words, and affixes to decode/encode words	TEA did not make this change. The guidance in the bullet does not use the meaning of words (vocabulary) rather it focuses on the meanings of morphemes (e.g., affixes and base words). Research says that when students develop morphological awareness it facilitates reading aloud by focusing on the correct pronunciation of words.
Indicator 3.D.1: Include “increase in difficulty” as decodable texts align to the phonics scope and sequence	TEA did not make this change. This specific guidance should be addressed in training for the quality reviewers.
Indicator 3.D.1: Include “connected” to decodable text to the indicator language	The indicator was edited to read “decodable connected text” to remain consistent throughout the rubric.
Indicator 3.D.1: Include “connected” to decodable text to the first guidance bullet	The first guidance bullet was edited to read “decodable connected text” to remain consistent throughout the rubric.
Indicator 3.D.1: Include “connected” to decodable text to the third guidance bullet	The third guidance bullet was edited to read “decodable connected text” to remain consistent throughout the rubric.

Summarized Comment	TEA Response to Feedback and Rationale
Indicator 4.2: Edited first bullet to plural version of students	The first guidance bullet was changed from “student’s acquisition” to “students’ acquisition” to remain consistent in rubric section.
Section 5: Add scores to indicators 5.1, 5.2, and 5.3	Scores were added to the section to align with past quality rubrics and stress the importance of supports for all learners.
Indicator 5.3: Change “English learners” to “Emergent Bilinguals”	TEA edited the language to align with new guidelines.
Indicator 6.3: Remove indicator and guidance bullets in indicator because lack of clarity around research	TEA has removed this indicator. Specific information about aligning to research and references to citations and resources list are included in Section 0. Evidence-based information and professional development information will be available in Section 7 of the rubric.
Include Section 7, Additional Information: Technology, Price, Professional Learning, Additional Language Supports, and Evidence-Based Information	This section was added to include the specific forms that are required from participating publishers and will be reported out to the field. This section is historically included in other quality rubrics.

Submit a ticket to the [Instructional Materials & Implementation Help Desk](#) with any questions related to the [Texas Resource Review](#) quality rubrics and/or process (formerly known as the Instructional Materials Portal).