

5/3/2022

Texas Resource Review Response to Spanish Quality Phonics Rubric Public Comments

This chart provides a summary of specific feedback received from stakeholders on the Spanish 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: 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.
Section 2: Edit description of section to include distinction between English and Spanish language and expectation for others who might not be aware of language differences	TEA did not make this change. Specific examples and language distinctions are included in the evidence guides for the quality reviewers.
Indicator 2.1: Edit the progression of words in third guidance bullet	TEA did not make changes to the third guidance bullet because the Spanish TEKS include the progression listed.
Indicator 2.1: Provide a foundational version of lesson objective process	TEA did not make this change. Specific examples are provided in the evidence guides for the quality reviewers.
Indicator 2.3: Include “phonics pattern” in the first guidance bullet	TEA made this change. The sentence was edited to read, “Guidance for teachers includes information about common phonics pattern misconceptions...”
Indicator 2.3: Include “with consistent routines” during teaching phonics skills in the second guidance bullet.	TEA added “with consistent routines” to the second guidance bullet.
Section 3: Update the specific Spanish reading continuum provided	TEA did not make this change. The reference to “continuum” is addressing the progression of how students develop reading skills, such as phonological awareness. It is not referencing one specific framework.

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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.1: Edit guidance bullet order to align with research and importance	TEA did not make this change. The guidance bullets are not in order of importance or research.
Indicator 3.A.1: Add “in Spanish” to the fourth guidance bullet	TEA added “in Spanish” to ensure activities and resources are in Spanish for students.
Indicator 3.A.2: Edit second guidance bullet to include “transitions into an understanding that those letters make up a syllable within a word”	TEA did not make this change. The indicator is specific to the alphabetic principle (letter names and letter sounds). Oral syllable awareness is referenced in 3.B.1 and it includes the gradual transition in syllables.
Indicator 3.A.2: Add “in Spanish” to the third guidance bullet	TEA added “in Spanish” to ensure activities and resources are in Spanish for students.
Indicator 3.A.2: Include “decodable” in connected text to third guidance bullet	The third guidance bullet was edited to read “decodable” connected text.
Indicator 3.A.2: Edit third guidance bullet to “decode simple syllables, in isolation, within words, and in connected text.”	TEA did not make this change. The rubric is referencing decoding words, not syllables. Although students decode syllables first, in this case, the indicator is discussing words and alphabetic principle.
Indicator 3.B.1: Include “in Spanish” to third guidance bullet	TEA added “in Spanish” to ensure activities and resources are in Spanish for students.
Indicator 3.B.2: Edit wording of first guidance bullet to be clearer	TEA made this change to ensure the language is clear and concise.
Indicator 3.B.2: Include “detailed” to third guidance bullet	The third guidance bullet was edited to read “direct (explicit) detailed guidance to align with English rubric.
Indicator 3.B.2: Include “in Spanish” to fourth guidance bullet	TEA added “in Spanish” to ensure activities and resources are in Spanish for students.
Indicator 3.B.2: Edit indicator and first guidance bullet to ensure students are aware when they change sounds in words or rhyme, it is a manipulation task at the sound level and universal screenings measure phonemes	TEA did not make this change. This concern is addressed in the guidance stating that students will start “identifying phonemes and transitions to blending the phonemes into syllables”. This ensures that programs do start at the phoneme level, but also that they take into consideration that in Spanish we transition to syllables.

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	We intentionally do not align quality rubrics with any specific screener or diagnostic tool. Instead, we focus on what strong Spanish phonics programs must include and in alignment with the research used for Reading Academies.
Indicator 3.C.1: Include “and resources” to the fourth guidance bullet	TEA added “and resources” to the fourth guidance bullet to ensure activities and resources are available for students.
Indicator 3.C.1: Include “and syllable combinations” in first guidance bullet	TEA made this change. The first guidance bullet was edited to read “and syllable combinations” to decode single and multisyllabic words as outlined in the Spanish TEKS.
Indicator 3.C.1: Include “decodable” in connected text to fourth guidance bullet	The fourth guidance bullet was edited to read “decodable” connected text and “decodable” texts.
Indicator 3.C.1: Change common “letter sound” correlations to common “syllable” correlations in the fourth guidance bullet	The fourth guidance bullet was edited to align with the first guidance bullet changes.
Indicator 3.C.1: Edit fourth bullet to align with English rubric	The language will not be edited because Spanish programs include “common syllable correlations.”
Indicator 3.C.2: Change word types “llanas” to “graves”	TEA edited the indicator to align with the Spanish TEKS and Reading Academies.
Indicator 3.C.2: Include “as outlined in the Spanish TEKS” to the end of the indicator	The language was edited to remain consistent with previous indicator.
Indicator 3.C.2: Include “and resources in Spanish” to the third guidance bullet	TEA added “and resources in Spanish” to the third guidance bullet to ensure activities and resources in Spanish are available for students.
Indicator 3.C.2: Edit third guidance bullet to read “reinforce skills (through cumulative review)”	TEA made this change. The third guidance bullet was edited to align with Section 3.B of the Spanish rubric.
Indicator 3.C.2: Include “activities and” to the fourth guidance bullet	TEA added “activities and” to the fourth guidance bullet to ensure activities and resources in Spanish are available for students.
Indicator 3.C.2: Include “decodable” in connected text to fourth guidance bullet	TEA made this change. The fourth guidance bullet was edited to read “decodable” connected text and remove “other print materials” to read “decodable texts” to align with the previous guidance bullets and the English rubric.
Indicator 3.C.2: Include “diptongos, hiatos, and word types” including “how the rules of accent marks apply to each” to the	TEA made this change because identifying diphthongs and hiatus support the rules of accent marks for Spanish first grade.

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indicator, first guidance bullet, second guidance bullet, and the fourth guidance bullet	
Indicator 3.C.2: Remove score for indicator in kindergarten	TEA made this change to align with the Spanish language arts TEKS for first grade.
Indicator 3.C.3: Include “and resources in Spanish” to the third guidance bullet	The third guidance bullet was edited to include “and resources in Spanish” to align with the English rubric and to ensure resources are available in Spanish.
Indicator 3.C.3: Edit third guidance bullet to read “reinforce skills (through cumulative review)”	The third guidance bullet was edited to align with Section 3.B of the Spanish rubric.
Indicator 3.C.3: Edit fourth guidance bullet to ensure language is clear and align with the English rubric	TEA made this change to ensure language of the fourth guidance bullet is clear and to align with the English rubric.
Indicator 3.C.4: Include “in Spanish” to the fourth guidance bullet	TEA added “in Spanish” to the fourth guidance bullet to ensure activities and resources in Spanish are available for students.
Indicator 3.C.4: Remove “that encourage” and add “and resources in Spanish for” students to fifth guidance bullet	The language was edited to reduce subjectivity and be more direct and ensure activities and resources in Spanish are available for students.
Indicator 3.C.4: Include “decodable” to connected text and change “other printed materials” to “decodable texts” in the fifth guidance bullet	The fifth guidance bullet was edited to align with previous guidance bullets and the English rubric.
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 “connected” to decodable text to the indicator language	The indicator was edited to read “decodable connected text” to remain consistent across 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 across 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 across the rubric.
Indicator 3.D.1: Clarification on high-frequency words and word lists	TEA did not make this change. We made a distinction from the English rubric by not including the term “high-frequency words”;

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	however, since the indicator is specific to word reading fluency, reading word lists is one way to practice fluency. Specific examples are provided in the evidence guides for the quality reviewers.
Indicator 4.2: Include specific diagnostic tool	TEA did not make this change. The rubric does not call out specific diagnostic tools.
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 the 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 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).