

Proclamation 2017

Issued April 2015

Texas Education Agency

Austin, Texas

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Introduction

This proclamation serves as notice to both publishers and the public that the State Board of Education (SBOE) is inviting bids to furnish new instructional materials for the following courses:

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| <p>Languages Other Than English</p> <p>Languages Other Than English, Elementary</p> <p>Languages Other Than English, Middle School</p> <p>Discovering Languages And Cultures</p> <p>Special Topics In Language And Culture</p> <p>American Sign Language, Level I</p> <p>American Sign Language, Level II</p> <p>American Sign Language, Level III</p> <p>American Sign Language, Level IV</p> <p>American Sign Language, Advanced Independent Study</p> <p>Level I, Novice Mid To Novice High Proficiency</p> <p>Level II, Novice High To Intermediate Low Proficiency</p> <p>Level III, Intermediate Low To Intermediate Mid Proficiency</p> <p>Level IV, Intermediate Mid To Intermediate High Proficiency</p> <p>Level V, Intermediate High To Advanced Mid Proficiency</p> <p>Level VI, Advanced Mid To Advanced High Proficiency</p> <p>Level VII, Advanced High To Superior Proficiency</p> <p>Seminar In Languages Other Than English, Advanced</p> <p>Classical Languages, Level I, Novice Low To Intermediate Low Proficiency</p> <p>Classical Languages, Level II, Novice Mid To Intermediate Mid Proficiency</p> <p>Level III, Novice Mid To Advanced Low Proficiency</p> <p>Level IV, Novice Mid To Advanced Mid Proficiency</p> <p>Classical Languages, Levels V – VII, Novice High To Superior Low Proficiency</p> <p>Seminar In Classical Languages, Advanced</p> | <p>Social Studies</p> <p>Special Topics in Social Studies</p> <p>Mathematics</p> <p>Algebraic Reasoning</p> <p>Statistics</p> <p>Career and Technical Education</p> <p><u>Investigating Careers</u></p> <p><u>College and Career Readiness</u></p> <p><u>Project-Based Research</u></p> <p><u>Applied Mathematics for Technical Professionals</u></p> <p><u>Career Preparation I</u></p> <p><u>Career Preparation II</u></p> <p><u>Principles of Agriculture, Food and Natural Resources</u></p> <p><u>Professional Standards in Agribusiness</u></p> <p><u>Agribusiness Management and Marketing</u></p> <p><u>Mathematical Applications in Agriculture, Food, and Natural Resources</u></p> <p><u>Equine Science</u></p> <p><u>Livestock Production</u></p> <p><u>Small Animal Management</u></p> <p><u>Veterinary Medical Applications</u></p> <p><u>Advanced Animal Science</u></p> <p><u>Energy and Natural Resource Technology</u></p> <p><u>Advanced Energy and Natural Resource Technology</u></p> <p><u>Oil and Gas Production I</u></p> <p><u>Oil and Gas Production II</u></p> <p><u>Food Technology and Safety</u></p> <p><u>Food Processing</u></p> |
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| <p><u>Career and Technical Education (continued)</u></p> <p><u>Wildlife, Fisheries and Ecology Management</u></p> <p><u>Forestry and Woodland Ecosystems</u></p> <p><u>Range Ecology and Management</u></p> <p><u>Floral Design</u></p> <p><u>Landscape Design and Management</u></p> <p><u>Turf Grass Management</u></p> <p><u>Horticultural Science</u></p> <p><u>Greenhouse Operation and Production</u></p> <p><u>Advanced Plant and Soil Science</u></p> <p><u>Agricultural Mechanics and Metal Technologies</u></p> <p><u>Agricultural Structures Design and Fabrication</u></p> <p><u>Agricultural Equipment Design and Fabrication</u></p> <p><u>Agricultural Power Systems</u></p> <p><u>Agricultural Laboratory and Field Experience</u></p> <p><u>Practicum in Agriculture, Food, and Natural Resources</u></p> <p><u>Extended Practicum in Agriculture, Food, and Natural Resources</u></p> <p><u>Principles of Architecture</u></p> <p><u>Principles of Construction</u></p> <p><u>Building Maintenance Technology I</u></p> <p><u>Building Maintenance Technology II</u></p> <p><u>Construction Management I</u></p> <p><u>Construction Management II</u></p> <p><u>Construction Technology I</u></p> <p><u>Construction Technology II</u></p> <p><u>Mill and Cabinetmaking Technology</u></p> <p><u>Masonry Technology I</u></p> <p><u>Masonry Technology II</u></p> <p><u>Architectural Design I</u></p> <p><u>Architectural Design II</u></p> <p><u>Interior Design I</u></p> <p><u>Interior Design II</u></p> <p><u>Electrical Technology I</u></p> <p><u>Electrical Technology II</u></p> | <p><u>Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I</u></p> <p><u>Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II</u></p> <p><u>Plumbing Technology I</u></p> <p><u>Plumbing Technology II</u></p> <p><u>Practicum in Construction Management</u></p> <p><u>Practicum in Construction Technology</u></p> <p><u>Practicum in Masonry Technology</u></p> <p><u>Practicum in Architectural Design</u></p> <p><u>Practicum in Interior Design</u></p> <p><u>Extended Practicum in Construction Management</u></p> <p><u>Extended Practicum in Construction Technology</u></p> <p><u>Extended Practicum in Masonry Technology</u></p> <p><u>Extended Practicum in Architectural Design</u></p> <p><u>Extended Practicum in Interior Design</u></p> <p><u>Principles of Arts, Audio/Video Technology, and Communications</u></p> <p><u>Animation I</u></p> <p><u>Animation I Lab</u></p> <p><u>Animation II</u></p> <p><u>Animation II Lab</u></p> <p><u>Audio/Video Production</u></p> <p><u>Audio/Video Production I Lab</u></p> <p><u>Audio/Video Production II</u></p> <p><u>Audio/Video Production II Lab</u></p> <p><u>Digital Audio Technology I</u></p> <p><u>Digital Audio Technology II</u></p> <p><u>Video Game Design</u></p> <p><u>Printing and Imaging Technology I</u></p> <p><u>Printing and Imaging Technology I Lab</u></p> <p><u>Printing and Imaging Technology II</u></p> <p><u>Printing and Imaging Technology II Lab</u></p> <p><u>Commercial Photography I</u></p> <p><u>Commercial Photography I Lab</u></p> <p><u>Commercial Photography II</u></p> |
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| <p><u>Career and Technical Education (continued)</u></p> <p><u>Commercial Photography II Lab</u></p> <p><u>Fashion Design I</u></p> <p><u>Fashion Design I Lab</u></p> <p><u>Fashion Design II</u></p> <p><u>Fashion Design II Lab</u></p> <p><u>Graphic Design and Illustration I</u></p> <p><u>Graphic Design and Illustration I Lab</u></p> <p><u>Graphic Design and Illustration II</u></p> <p><u>Graphic Design and Illustration II Lab</u></p> <p><u>Professional Communications</u></p> <p><u>Practicum in Animation</u></p> <p><u>Practicum in Audio/Video Production</u></p> <p><u>Practicum in Printing and Imaging Technology</u></p> <p><u>Practicum in Commercial Photography</u></p> <p><u>Practicum in Fashion Design</u></p> <p><u>Practicum in Graphic Design and Illustration</u></p> <p><u>Extended Practicum in Animation</u></p> <p><u>Extended Practicum in Audio/Video Production</u></p> <p><u>Extended Practicum in Printing and Imaging Technology</u></p> <p><u>Extended Practicum in Commercial Photography</u></p> <p><u>Extended Practicum in Fashion Design</u></p> <p><u>Extended Practicum in Graphic Design and Illustration</u></p> <p><u>Principles of Business, Marketing and Finance</u></p> <p><u>Touch System Data Entry</u></p> <p><u>Business Law</u></p> <p><u>Business English</u></p> <p><u>Business Information Management I</u></p> <p><u>Business Information Management II</u></p> <p><u>Business Lab</u></p> <p><u>Business Management</u></p> <p><u>Global Business</u></p> <p><u>Virtual Business</u></p> <p><u>Human Resource Management</u></p> <p><u>Practicum in Business Management</u></p> | <p><u>Extended Practicum in Business Management</u></p> <p><u>Principles of Education and Training</u></p> <p><u>Human Growth and Development</u></p> <p><u>Instructional Practices</u></p> <p><u>Practicum in Education and Training</u></p> <p><u>Extended Practicum in Education and Training</u></p> <p><u>Financial Mathematics</u></p> <p><u>Money Matters</u></p> <p><u>Securities and Investments</u></p> <p><u>Insurance Operations</u></p> <p><u>Banking and Financial Services</u></p> <p><u>Accounting I</u></p> <p><u>Accounting II</u></p> <p><u>Financial Analysis</u></p> <p><u>Statistics and Business Decision Making</u></p> <p><u>Principles of Government and Public Administration</u></p> <p><u>Political Science I</u></p> <p><u>Political Science II</u></p> <p><u>Foreign Service and Diplomacy</u></p> <p><u>Planning and Governance</u></p> <p><u>National Security</u></p> <p><u>Public Management and Administration</u></p> <p><u>Revenue, Taxation, and Regulation</u></p> <p><u>Practicum in Local, State, and Federal Government</u></p> <p><u>Extended Practicum in Local, State, and Federal Government</u></p> <p><u>Principles of Health Science</u></p> <p><u>Medical Terminology</u></p> <p><u>Anatomy and Physiology</u></p> <p><u>Medical Microbiology</u></p> <p><u>World Health Research</u></p> <p><u>Pathophysiology</u></p> <p><u>Health Informatics</u></p> <p><u>Mathematics for Medical Professionals</u></p> <p><u>Pharmacology</u></p> |
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| <p><u>Career and Technical Education (continued)</u></p> <p><u>Health Science Theory</u></p> <p><u>Health Science Clinical</u></p> <p><u>Practicum in Health Science I</u></p> <p><u>Practicum in Health Science II</u></p> <p><u>Extended Practicum in Health Science</u></p> <p><u>Principles of Hospitality and Tourism</u></p> <p><u>Introduction to Culinary Arts</u></p> <p><u>Culinary Arts</u></p> <p><u>Advanced Culinary Arts</u></p> <p><u>Food Chemistry</u></p> <p><u>Practicum in Culinary Arts</u></p> <p><u>Travel and Tourism Management</u></p> <p><u>Hotel Management</u></p> <p><u>Hospitality Services</u></p> <p><u>Practicum in Hospitality Services</u></p> <p><u>Extended Practicum in Culinary Arts</u></p> <p><u>Extended Practicum in Hospitality Service</u></p> <p><u>Principles of Human Services</u></p> <p><u>Dollars and Sense</u></p> <p><u>Lifetime Nutrition and Wellness</u></p> <p><u>Interpersonal Studies</u></p> <p><u>Counseling and Mental Health</u></p> <p><u>Child Development</u></p> <p><u>Child Guidance</u></p> <p><u>Family and Community Services</u></p> <p><u>Practicum in Human Services</u></p> <p><u>Principles of Cosmetology Design and Color Theory</u></p> <p><u>Introduction to Cosmetology</u></p> <p><u>Cosmetology I</u></p> <p><u>Cosmetology II</u></p> <p><u>Extended Practicum in Human Services</u></p> <p><u>Principles of Information Technology</u></p> <p><u>Computer Maintenance</u></p> <p><u>Computer Maintenance Lab</u></p> | <p><u>Networking</u></p> <p><u>Networking Lab</u></p> <p><u>Digital Media</u></p> <p><u>Web Technologies</u></p> <p><u>Computer Programming I</u></p> <p><u>Computer Programming II</u></p> <p><u>Computer Technician Practicum</u></p> <p><u>Practicum in Information Technology</u></p> <p><u>Extended Computer Technology Practicum</u></p> <p><u>Extended Practicum in Information Technology</u></p> <p><u>Principles of Law, Public Safety, Corrections, and Security</u></p> <p><u>Correctional Services</u></p> <p><u>Firefighter I</u></p> <p><u>Firefighter II</u></p> <p><u>Law Enforcement I</u></p> <p><u>Law Enforcement II</u></p> <p><u>Criminal Investigation</u></p> <p><u>Forensic Science</u></p> <p><u>Court Systems and Practices</u></p> <p><u>Federal Law Enforcement and Protective Services</u></p> <p><u>Practicum in Law, Public Safety, Corrections, and Security</u></p> <p><u>Extended Practicum in Law, Public Safety, Corrections, and Security</u></p> <p><u>Principles of Manufacturing</u></p> <p><u>Diversified Manufacturing I</u></p> <p><u>Diversified Manufacturing II</u></p> <p><u>Manufacturing Engineering Technology I</u></p> <p><u>Manufacturing Engineering Technology II</u></p> <p><u>Metal Fabrication and Machining I</u></p> <p><u>Metal Fabrication and Machining II</u></p> <p><u>Precision Metal Manufacturing I</u></p> <p><u>Precision Metal Manufacturing II</u></p> <p><u>Precision Metal Manufacturing II Lab</u></p> <p><u>Introduction to Welding</u></p> <p><u>Welding I</u></p> |
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| Career and Technical Education (continued) | |
| <u>Welding II</u> | <u>Robotics II</u> |
| <u>Welding II Lab</u> | <u>Engineering Design and Presentation I</u> |
| <u>Practicum in Manufacturing</u> | <u>Engineering Design and Presentation II</u> |
| <u>Extended Practicum in Manufacturing</u> | <u>Engineering Design and Problem Solving</u> |
| <u>Advertising</u> | <u>Engineering Mathematics</u> |
| <u>Fashion Marketing</u> | <u>Engineering Science</u> |
| <u>Entrepreneurship</u> | <u>Biotechnology I</u> |
| <u>Social Media Marketing</u> | <u>Biotechnology II</u> |
| <u>Sports and Entertainment Marketing</u> | <u>Scientific Research and Design</u> |
| <u>Practicum in Marketing</u> | <u>Practicum in Science, Technology, Engineering, and Mathematics</u> |
| <u>Extended Practicum in Marketing</u> | <u>Extended Practicum in Science, Technology, Engineering, and Mathematics</u> |
| <u>Advanced Marketing</u> | <u>Principles of Transportation Systems</u> |
| <u>Principles of Applied Engineering</u> | <u>Principles of Distribution and Logistics</u> |
| <u>Principles of Biosciences</u> | <u>Introduction to Transportation Technology</u> |
| <u>Principles of Technology</u> | <u>Energy and Power of Transportation Systems</u> |
| <u>AC/DC Electronics</u> | <u>Management of Transportation Systems</u> |
| <u>Solid State Electronics</u> | <u>Distribution and Logistics</u> |
| <u>Digital Electronics</u> | <u>Practicum in Transportation Systems</u> |
| <u>Robotics I</u> | <u>Practicum in Distribution and Logistics</u> |

To be eligible for adoption, instructional materials submitted in response to this proclamation must cover at least 50% of the Texas Essential Knowledge and Skills (TEKS) for the subject and grade level for which the materials are intended in both the student version and the teacher version. All materials submitted for mathematics and CTE courses for math or science credit must also cover 100% of the English Language Proficiency Standards (ELPS) in both the student version and teacher version. The materials must also comply with applicable manufacturing standards and be free from factual errors at the time they are delivered to schools.

Contingent upon the availability of qualified reviewers, instructional materials submitted in response to this proclamation will be reviewed by a state review panel to determine the extent to which the materials meet the required TEKS and to identify factual errors. At the completion of the review, the state review panels will report their findings to the commissioner of education.

The panels' findings serve as the basis for the commissioner of education's recommendation to the SBOE regarding the adoption of materials. The SBOE is scheduled to make its determination regarding the adoption of materials submitted in response to this proclamation in November 2016. The SBOE's determination is final.

Instructional materials adopted under this proclamation are scheduled to be implemented beginning in the 2017–2018 school year. Adopted materials are eligible for purchase with the instructional materials allotment (IMA) and will be ordered by school districts and open-enrollment charter schools through the instructional materials ordering system known as EMAT. The intrastate freight costs for adopted instructional materials will be paid by the Texas Education Agency (TEA).

This proclamation contains links to the TEKS for the subjects and grade levels for which bids are being invited. It also contains a detailed schedule of adoption procedures, the 2013–2014 enrollment for each course included in the proclamation (to the extent that the information is available), specifications for providing electronic files for the production of braille, large print, and audio versions of adopted instructional materials, and a glossary of terms. Additional information and specific instructions for addressing the requirements of this proclamation will be released on the TEA website.

In addition to this proclamation, all interested publishers and other content providers should carefully read and fully understand both the state statutes and the administrative rules that govern the review and adoption of instructional materials.

Chapter 31 of the Texas Education Code (TEC) is available at the following link:

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.31.htm>

Chapter 66 of the Texas Administrative Code (TAC), Title 19, is available at the following link:

<http://ritter.tea.state.tx.us/rules/tac/chapter066/index.html>

Schedule of Adoption Procedures

2015

February 2015 *Proclamation 2017* (for adoption in 2016 and implementation in the 2017–2018 school year) is presented to the State Board of Education (SBOE) for discussion.

March–April 2015 The Texas Education Agency (TEA) solicits publisher input on *Proclamation 2017* and makes adjustments as appropriate.

April 2015 *Proclamation 2017* is presented to the SBOE for approval.

July 2015 The *Proclamation 2017 Question and Answer Document* is presented to the SBOE for approval.

August–September 2015

- TEA releases the *Proclamation 2017 Publisher Handbook*.
- TEA conducts a publisher orientation meeting for parties interested in filing *Statements of Intent to Bid*.

September 2015 TEA posts *Nomination to State Review Panel* forms to the TEA website and notifies the SBOE, Texas state officials, school districts and open-enrollment charter schools, universities, and regional education service centers (ESCs). (The nominations are due to TEA in January 2016.)

Friday, December 11, 2015 *Statements of Intent to Bid* are due from publishers. Publishers must provide detailed specifications regarding price, hardware, software, and/or special equipment needed to review any item included in an instructional materials submission. Publishers must file all documents by 5:00 p.m. CST.

Note: Only those who file a Statement of Intent to Bid by 5:00 p.m. CST on December 11, 2015, will be allowed to participate in the adoption process. Please see [19 TAC §66.48 \(a\)–\(e\)](#) for additional information.

2016

Friday, January 15, 2016 Nominations to the state review panel are due by 5:00 p.m. CST. Nominations must be submitted using the *Nomination to State Review Panel* form.

Friday, January 29, 2016 The *Complete Description* for each product is due to TEA by 5:00 p.m. CST.

Friday, February 12, 2016 By 5:00 p.m. CST, each ESC must have designated the person who will supervise the sample instructional materials, published a schedule specifying hours and dates sample materials may be reviewed by the public, and published a news release notifying area schools about

sample instructional materials, the person to be contacted regarding sample instructional materials, and the hours and dates samples will be available for review by the public.

March–April 2016 TEA notifies state review panel candidates of their appointment to a review panel.

Note: Upon initial contact by a representative of TEA, state review panel nominees begin a “no-contact” period in which they may not have either direct or indirect communication with any person having an interest in the adoption process regarding content of instructional materials under evaluation by the panel.

Friday, April 15, 2016

- One (1) complete, electronic, pre-adoption sample copy of instructional materials including one (1) completed *Correlations to the Texas Essential Knowledge and Skills* is due from publishers to TEA by 5:00 p.m. CDT.
- One (1) complete, electronic, pre-adoption sample copy of instructional materials including one (1) completed *Correlations to the Texas Essential Knowledge and Skills* is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT.
 - Complete, electronic, pre-adoption samples must allow for multiple simultaneous users and be equipped with a word search feature.
 - Publishers providing Internet-based instructional materials must supply TEA and ESCs with all information, including locator information and passwords, required to ensure public access to their programs. The access must remain available until final samples are submitted in May 2017.
 - Publishers must ensure that all samples are complete versions of the final product. Samples must include all content intended to be in the final product, not just the content identified in the correlations. Electronic instructional materials, including Internet-based products, must be complete and functional for review purposes.
 - The Agency, ESCs, and affected publishing companies must work together to ensure that hardware or special equipment necessary for review of any item included in a student and/or teacher component of an instructional materials submission is available in each ESC.
 - TEA may require additional complete samples for use by contracted reviewers, members of the SBOE, and others.
- A signed *Affidavit of Authorship* certifying that each individual whose name is listed as an author or contributor of content contributed to the development of the materials is due from publishers to TEA. In the affidavit, the publisher must also state in general terms each author’s involvement in the development of the instructional materials. All documents must be received by 5:00 p.m. CDT.

- Information that fully describes instructional materials submitted under *Proclamation 2017* is due from publishers. Identical information must be sent to each school district and open-enrollment charter school by 5:00 p.m. CDT.

Friday, April 22, 2016 By 5:00 p.m. CTE, ESCs must have notified TEA of any irregularities in sample shipments of all materials received.

May 2016 TEA provides instructions to publishers for delivery of materials for the state review panels. Shipments must include samples that contain all content that will be in the final product. The samples must be functional for review purposes and include their correlations to the TEKS. Shipments must include only TEKS-bearing components. Ancillary materials are not permitted at the state review panel meetings. Publishers of instructional materials that require hardware or special equipment must provide appropriate hardware or equipment for the review.

Spring–Summer 2016

- TEA conducts orientation sessions for the state review panels.
- The state review panels evaluate instructional materials submitted for adoption.
- TEA releases preliminary recommendations that instructional materials be placed on the adopted list or rejected.

July 2016 The SBOE may hold a public hearing on instructional materials submitted for adoption.

Friday, August 5, 2016 The name, address, and telephone number of the production manager of each printed instructional material being considered for adoption are due from publishers to TEA by 5:00 p.m. CDT.

Friday, September 2, 2016

- Eligible publishers who elect to protest the preliminary recommendation must file a request for a show-cause hearing by 5:00 p.m. CDT. (Please see [TAC §66.63\(d\)](#) for eligibility requirements.)
- The *Publisher’s Certification of Editorial Review* affirming that instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation is due from publishers to TEA by 5:00 p.m. CDT.
- The *Publisher’s Identification of Factual Errors & Editorial Changes* either certifying that no corrections or edits are required or listing the corrections and editorial revisions to be made to the instructional materials submitted for adoption is due from publishers to TEA by 5:00 p.m. CDT.
- Final versions of all new content that was provided to and approved by the state review panels during the summer review are due from publishers to TEA by 5:00 p.m. CDT. Submissions must be provided in a format approved by the commissioner of education.

- Reports of alleged factual errors in instructional materials under consideration for adoption identified by Texas residents are due to TEA by 5:00 p.m. CDT. Alleged factual errors must be submitted in a format approved by the commissioner of education.
- Official written comments from Texas residents concerning instructional materials submitted for adoption are due to TEA by 5:00 p.m. CDT. Comments must be submitted in a format approved by the commissioner of education.

September 2016

- The SBOE will hold a public hearing on instructional materials submitted for adoption at the regularly scheduled SBOE meeting. The archived webcast will be available through the TEA website.
- Prior to the public hearing, TEA will post written comments and lists of alleged factual errors to the agency website and provide details regarding the opportunity to provide public testimony at the hearing.
- Members of the general public have the opportunity to request to appear at the public hearing before the SBOE; priority will be given to Texas residents. Written testimony and supporting documents that members of the public intend to present at the hearing must be submitted in a format approved by the commissioner of education.
- Not more than ten (10) working days after the close of the public hearing, publishers may file responses to official written comments from Texas residents and to testimony presented at the hearing. Respondents must file all documents by 5:00 p.m. CDT.
- Not more than ten (10) working days after receiving them, TEA will post copies of responses to written and/or oral testimony on the agency website.

Friday, September 30, 2016 Official bids are due. One signed original and one electronic copy of the initial *Official Bid* form are due from publishers to TEA by 5:00 p.m. CDT.

Friday, October 7, 2016

- The *Report of Required Corrections of Factual Errors* is posted on the agency website. The report lists all corrections of factual errors required in the instructional materials under consideration for adoption. The report contains errors reported by publishers by the deadline provided in this proclamation, errors reported by the public by the deadline provided in this proclamation, and errors discovered and reported by the state review panels.
- The *List of Instructional Materials Recommended for Adoption Under Proclamation 2017* is posted on the agency website.

Friday, October 21, 2016 A written confirmation of publishers' intent to make all corrections identified in the *Report of Required Corrections of Factual Errors* is due from publishers to TEA by 5:00 p.m. CDT.

November 2016 The SBOE takes action regarding materials submitted under *Proclamation 2017*.

Thursday, December 1, 2016 The *List of Instructional Materials Adopted Under Proclamation 2017* is posted on the agency website.

Friday, December 16, 2016 The *Register of Contact* indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication, is due from publishers to TEA by 5:00 p.m. CST.

2017

Friday, January 13, 2017 TEA provides the contact information of the designated braille producers to publishers of adopted printed instructional materials.

Friday, January 27, 2017

- Three print copies of the adopted student materials, one copy of NIMAS files, and a screen-shot from the publisher's copy of the NIMAC Validation Wizard showing that the file has successfully passed validation with "0 errors, 0 warnings" for both the XML file and OPF file are due from publishers to the designated braille producer by 5:00 p.m. CDT.
- Publishers are not required to provide printed copies or NIMAS files of materials that are designed for use solely by teachers, but publishers must provide three print copies and NIMAS files of blackline masters or any other materials included in the teacher component that are intended for student use. Should a braille or large print teacher edition be required by a district, TEA will work directly with the publisher of the material needed.
- Supplemental bids are due. Publishers that wish to submit supplemental bids to add to or replace initial official bid submissions must provide one signed original and one electronic copy of the *Supplemental Bid* form by 5:00 p.m. CDT.

Friday, April 21, 2017 TEA provides the contact information of the designated large print and audio producers to publishers of adopted printed instructional materials.

April 2017 School districts and open-enrollment charter schools that have funding available may begin submitting orders for new instructional materials through EMAT.

Friday, May 5, 2017

- One (1) complete, electronic sample copy that incorporates all required corrections of adopted instructional materials is due from publishers to TEA by 5:00 p.m. CDT. Corrected samples must be representative of the final program.
- Publishers providing Internet-based instructional materials must supply TEA with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption. Publishers that fail to meet this requirement will be removed from consideration for adoption.

- The signed *Publisher's Affidavit* verifying that all required corrections have been made is due from publishers to TEA by 5:00 p.m. CDT.
- *Form B and Warranty* and *Form M and Warranty*, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards, are due from publishers to TEA by 5:00 p.m. CDT.
- A report produced by a reputable third party for each electronic component that verifies that the components follow Web Content Accessibility (WCAG) 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508 is due from publishers to TEA by 5:00 p.m. CDT.
- Three (3) complete copies of adopted student editions and one (1) copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated braille producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One (1) complete copy of adopted student editions and one (1) copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated large print producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One (1) complete copy of adopted student editions and one (1) copy of the NIMAS files that incorporate all required corrections are due from publishers to the designated audio producer by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One (1) copy of the NIMAS files that incorporates all required corrections is due from publishers to TEA by 5:00 p.m. CDT. Corrected samples must be identical in content and format to materials that will be provided to school districts after purchase.
- One (1) complete copy of adopted instructional materials that incorporates all required corrections is due from publishers to each of the twenty ESCs by 5:00 p.m. CDT. Corrected samples must be representative of the entire final program.
- Publishers providing Internet-based instructional materials must supply the ESCs with all information, including locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

Note: TEA may require additional corrected samples for use by contracted reviewers, members of the SBOE, the general public, and others.

June–August 2017 Publishers distribute adopted instructional materials to school districts and open-enrollment charter schools.

Each publisher must guarantee delivery of or access to instructional materials at least ten (10) business days before the opening day of school of the year for which the materials are ordered if the materials have been ordered by a date specified in the sales contract.

Additional Information

- Instructional materials must cover at least 50% of the essential knowledge and skills for the subject area and grade level or course for which the materials are intended at least once in the student text narrative or its electronic equivalent and once in either an end-of-section review exercise, an end-of-chapter activity, or a unit test or their electronic equivalents.
- If a student expectation is subdivided into constituent parts or “breakouts,” then each individual breakout must be sufficiently covered in order for the student expectation to be considered addressed and counted toward the 50% minimum requirement.
- Instructional materials must be free from factual errors at the time they are delivered to schools.
- Printed materials intended for use by the student must comply with the standards in the latest edition of Manufacturing Standards and Specifications for Textbooks, approved by the Advisory Commission on Textbook Specifications.
- Publishers must mark up print instructional materials eligible for NIMAS submission that contain mathematical and scientific instructional content by using the latest applicable version of the MathML 3 module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium website at <http://www.daisy.org/z3986/structure/SG-DAISY3/index.html>.
- Instructional materials delivered electronically must conform to Web Content Accessibility Guidelines (WCAG) 2.0, Level AA, available at <http://www.w3.org/TR/WCAG20/>, and must meet the technical standards of the Federal Rehabilitation Act, Section 508, available at <http://www.Section508.gov>.
- Electronic instructional materials that are not compliant with technical standards of the Federal Rehabilitation Act, Section 508 and/or do not conform to the Web Content Accessibility Guidelines 2.0, Level AA, will be removed from the EMAT system and will not be available to districts through TEA.
- The submission of open-source materials is welcome under *Proclamation 2017*.
- All official samples submitted to satisfy the requirements of the proclamation must be provided electronically.
- Complete, electronic, pre-adoption samples must allow for multiple simultaneous users and be equipped with a word search feature.

- Publishers participating in the adoption process are responsible for all expenses incurred by their participation. The state does not guarantee return of sample instructional materials.

Requirements of Participating Content Providers

Below is a list of requirements that each publisher participating in the review and adoption under *Proclamation 2017* will be expected to fulfill. The deadline for each requirement is provided in the schedule of adoption procedures, and details about each of these requirements—as well as the forms necessary to fulfill them—will be posted on the TEA website as soon as they are available. A publisher’s inability to meet any of the requirements by the deadlines given in this proclamation may result in that publisher’s materials being removed from consideration for adoption.

Statement of Intent to Bid Participants planning to submit instructional materials for adoption must file one (1) *Statement of Intent to Bid* for each product for each course for which it is submitted. A publisher that does not submit a *Statement of Intent to Bid* by the deadline given in the proclamation will not be eligible to participate in the adoption.

ISBN Each product, and each component of a product, must have its own 13-digit ISBN or a unique identifying number if the product does not meet ISBN eligibility standards.

Complete Description Participants submitting instructional materials for adoption must submit to TEA a complete description of all items included in a product that will be reviewed for TEKS content.

Description of Submitted Materials Participants submitting instructional materials for adoption must provide each school district and open-enrollment charter school with identical information that fully describes each of the organization’s submitted instructional materials.

Pre-Adoption Samples Participants submitting instructional materials for adoption must submit electronic samples of each product. Samples must be sent to TEA, each of the 20 ESCs, and any school district or open-enrollment charter school that submits a request. Samples must include all content intended to be in the final product, not just the content identified in the correlations. Electronic instructional materials, including Internet-based products, must be complete and functional for review purposes.

Pre-Adoption Samples for State Review Panels Participants submitting instructional materials for adoption must submit samples to the state review panels. TEA will provide detailed instructions for submitting samples to the state review panels. Samples must include all content intended to be in the final product, not just the content identified in the correlations. Electronic instructional materials, including Internet-based products, must be complete and functional for review purposes.

Public Access to Samples Participants submitting Internet-based pre-adoption samples must supply TEA and ESCs with all information, including locator information and passwords, required to ensure public access to their programs. The access must remain available until final samples are submitted in May 2017. This logon information will be posted on the TEA website along with a link to the sample.

Affidavit of Authorship or Contribution Participants submitting instructional materials for adoption must certify that each individual whose name is listed as an author or contributor of instructional materials contributed to the development of the materials. Publishers must file one signed and notarized *Affidavit of Authorship or Contribution* form for each product.

Correlations to the TEKS Participants must indicate where in each product they believe that the required TEKS are addressed. Publishers must file one form for each product. If a product is submitted for more than one course or grade level, the publisher must file one form for each. The correlations must be submitted on the form provided by TEA. For electronic products, the correlations must also be included within the product and link to the exact locations where each student expectation is addressed.

Certification of Editorial Review Participants submitting instructional materials for adoption must affirm that all instructional materials have been edited for accuracy, content, and compliance with the requirements of the proclamation. Publishers must file one *Certification of Editorial Review* form for each product.

List of Publisher Corrections Participants submitting instructional materials for adoption must provide a list of all corrections and editorial changes necessary to each student and teacher component of a submission. All factual errors must be corrected before adopted materials are delivered to schools.

Electronic Files for the Production of Braille, Large Print, and Audio Materials Participants submitting print instructional materials for adoption must provide NIMAS-compliant electronic files and agree to allow TEA or its agents to reproduce adopted instructional materials in a format suitable for students and teachers with visual impairments or other learning disabilities. Additionally, participants must provide TEA with contact information for each production manager of instructional materials.

Official Bid Participants submitting instructional materials for adoption must submit one *Official Bid* for each product for each course for which it is submitted, giving the official bid price of the instructional materials. Each program package option must have a separate bid.

Publisher's Intent to Correct Participants submitting instructional materials for adoption must confirm their willingness to make all identified corrections to the materials submitted for adoption as required by the SBOE.

Register of Contact Participants submitting instructional materials for adoption must submit a register indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication.

Affidavit of Corrections Participants that have materials adopted by the SBOE must verify that all corrections required as a condition of adoption have been made. Participants must submit one *Affidavit of Corrections* for each adopted product.

Post-Adoption Samples Participants that have materials adopted by the SBOE must submit corrected sample copies of adopted instructional materials to TEA, ESCs, the designated braille, large print, and audio material producers, and each school district and open-enrollment charter school that requests one.

Form B and Warranty Participants submitting instructional materials for adoption must certify that all materials meet manufacturing standards. For print products, participants must submit a *Form B & Warranty* for each student component in a program.

Form M and Warranty Participants submitting instructional materials for adoption must certify that all materials meet manufacturing standards. For electronic products, participants must submit a *Form M & Warranty* for each student component of electronic media.

Accessibility Report Publishers that have electronic instructional materials adopted by the SBOE must contract with a reputable third party to provide a report for each electronic component that verifies that the components follow Web Content Accessibility (WCAG) 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508.

Contract Participants that have materials adopted by the SBOE must enter into a contract to provide the instructional materials to all districts and charter schools that order them for an initial contract period of eight years that may include one contract extension for a period of not more than four years. Participants that do not meet this requirement will be removed from the adopted list.

Student Enrollment by Grade Level/Course

The enrollment numbers listed below represent the reported enrollment for each course for the 2014–2015 school year.

| Course | 2014-2015 Enrollment |
|---|----------------------|
| Career Development, Middle School | |
| Exploring Careers | 48,856 |
| Career Portals | 66,060 |
| Career Development, High School | |
| Career Preparation I | 15,122 |
| Career Preparation II | 2,124 |
| Problems and Solutions I | 9,246 |
| Problems and Solutions II | 1,709 |
| Career and Technical Education | |
| Agriculture, Food, and Natural Resources | |
| Advanced Animal Science | 10,104 |
| Advanced Environmental Technology | 34 |
| Advanced Plant and Soil Science | 1,267 |
| Agribusiness Management and Marketing | 1,101 |
| Agricultural Facilities Design and Fabrication | 7839 |
| Agricultural Mechanics and Metal Technologies | 22,522 |
| Agricultural Power Systems | 3,782 |
| Energy and Natural Resources Technology | 702 |
| Equine Science | 3,254 |
| Food Processing | 383 |
| Food Technology and Safety | 2,488 |
| Forestry and Woodland Ecosystems | 301 |
| Horticulture Science | 4,521 |

Agriculture, Food, and Natural Resources (continued)

| | |
|---|--------|
| Landscape Design and Turf Grass Management | 1694 |
| Livestock Production | 9,754 |
| Mathematical Applications in Agriculture, Food, and Natural Resources | 1,424 |
| Practicum in Agriculture, Food, and Natural Resources | 2,357 |
| Principles and Elements of Floral Design | 22,941 |
| Principles of Agriculture, Food, and Natural Resources | 45,975 |
| Professional Standards in Agribusiness | 2,237 |
| Range Ecology and Management | 496 |
| Small Animal Management | 8,816 |
| Veterinary Medical Application | 5089 |
| Wildlife, Fisheries, and Ecology Management | 13,792 |

Architecture and Construction

| | |
|---|-------|
| Advanced Architectural Design | 1,068 |
| Advanced Building Maintenance Technology | 87 |
| Advanced Construction Management | 274 |
| Advanced Construction Technology | 1,266 |
| Advanced Electrical Technology | 274 |
| Advanced Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology | 91 |
| Advanced Interior Design | 209 |
| Advanced Piping and Plumbing Technology | 49 |
| Architectural Design | 6,739 |
| Building Maintenance Technology | 775 |
| Construction Management | 2,665 |
| Construction Technology | 8,703 |
| Electrical Technology | 902 |
| Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology | 299 |
| Interior Design | 7,538 |
| Mill and Cabinetmaking Technology | 541 |
| Piping and Plumbing Technology | 251 |
| Practicum in Architectural Design | 331 |
| Practicum in Construction Management | 282 |
| Practicum in Interior Design | 25 |

Architecture and Construction (continued)

Principles of Architecture and Construction 17,900

Arts, Audio/Video Technology, and Communications

Advanced Animation 1,265

Advanced Audio/Video Production 3,327

Advanced Commercial Photography 513

Advanced Fashion Design 1,160

Advanced Graphic Design and Illustration 2,408

Advanced Printing and Imaging Technology 211

Animation 14,314

Audio/Video Production 16,823

Commercial Photography 7,742

Fashion Design 12,672

Graphic Design and Illustration 21,861

Practicum in Audio/Video Production 931

Practicum in Fashion Design 160

Practicum in Graphic Design and Illustration 484

Practicum in Printing and Imaging Technology 43

Principles of Arts, Audio/Video Technology, and Communications 24,758

Printing and Imaging Technology 1,817

Professional Communications 101,613

Business Management and Administration

Business English 1,094

Business Information Management I 118,142

Business Information Management II 11,280

Business Law 5,419

Business Management 7,388

Global Business 3,373

Human Resources Management 1,336

Practicum in Business Management 2,418

Principles of Business, Marketing, and Finance 38,954

Touch System Data Entry 33,141

Virtual Business 1,475

Education and Training

| | |
|---|--------|
| Human Growth and Development | 10,051 |
| Instructional Practices in Education and Training | 6,284 |
| Practicum in Education and Training | 2,544 |
| Principles of Education and Training | 9,204 |

Finance

| | |
|--------------------------------|--------|
| Accounting I | 13,245 |
| Accounting II | 1,759 |
| Banking and Financial Services | 3,795 |
| Financial Analysis | 397 |
| Insurance Operations | 76 |
| Money Matters | 19,559 |
| Securities and Investments | 447 |
| Statistics and Risk Management | 6,056 |

Government and Public Administration

| | |
|--|--------------------------|
| Foreign Service and Diplomacy | 25 |
| National Security | 138 |
| Planning and Governance | 38 |
| Political Science I | 521 |
| Political Science II | 118 |
| Practicum in Local, State, and Federal Government | 106 |
| Principles of Government and Public Administration | 1,218 |
| Public Management and Administration | Enrollment not available |
| Revenue, Taxation, and Regulation | 108 |

Health Science

| | |
|------------------------------|--------|
| Anatomy and Physiology | 67,123 |
| Health and Science | 21,468 |
| Medical Microbiology | 4,504 |
| Medical Terminology | 12,389 |
| Pathophysiology | 2,981 |
| Practicum in Health Science | 9,217 |
| Principles of Health Science | 44,437 |

Health Science (continued)

World Health Research 418

Hospitality and Tourism

Culinary Arts 20,105

Food Science 11,978

Hospitality Services 944

Hotel Management 910

Practicum in Culinary Arts 3,025

Practicum in Hospitality Services 421

Principles of Hospitality and Tourism 15,780

Restaurant Management 6,139

Travel and Tourism Management 1,011

Human Services

Child Development 28,328

Child Guidance 4,216

Cosmetology I 3,826

Cosmetology II 2,831

Counseling and Mental Health 2,522

Dollars and Sense 12,530

Family and Community Services 2,525

Interpersonal Studies 5,646

Introduction to Cosmetology 3,424

Lifetime Nutrition and Wellness 41,936

Practicum in Human Services 1,666

Principles of Human Services 41,285

Information Technology

Advanced Computer Programming 941

Computer Maintenance 5,534

Computer Programming 8,527

Computer Technician 981

Digital and Interactive Media 32,826

Principles of Information Technology 40,851

Information Technology (continued)

| | |
|--|--------|
| Research in Information Technology Solutions | 347 |
| Telecommunications and Networking | 1,428 |
| Web Technologies | 10,687 |

Law, Public Safety, Corrections, and Security

| | |
|---|--------|
| Correctional Services | 2,579 |
| Court Systems and Practices | 2,801 |
| Firefighter I | 230 |
| Firefighter II | 80 |
| Forensic Science | 34,155 |
| Law Enforcement I | 19,893 |
| Law Enforcement II | 5,500 |
| Practicum in Law, Public Safety, Corrections, and Security | 566 |
| Principles of Law, Public Safety, Corrections, and Security | 22,914 |
| Security Services | 619 |

Manufacturing

| | |
|--|--------|
| Advanced Flexible Manufacturing | 110 |
| Advanced Precision Metal Manufacturing | 193 |
| Advanced Welding | 3,205 |
| Flexible Manufacturing | 1,027 |
| Manufacturing Engineering | 119 |
| Practicum in Manufacturing | 399 |
| Precision Metal Manufacturing | 1,239 |
| Principles of Manufacturing | 10,954 |
| Welding | 10,757 |

Marketing

| | |
|---------------------------------|-------|
| Advertising and Sales Promotion | 2,452 |
| Entrepreneurship | 9,241 |
| Fashion Marketing | 3,622 |
| Marketing Dynamics | 3,207 |
| Practicum in Marketing Dynamics | 2,081 |
| Retailing and E-tailing | 1,488 |

Marketing (continued)

Sports and Entertainment Marketing 9,708

Science, Technology, Engineering, and Mathematics

Advanced Biotechnology 981

Advanced Electronics 162

Advanced Engineering Design and Presentation 1,088

Biotechnology 796

Concepts of Engineering and Technology 26,462

Digital Electronics 2,248

Electronics 2,427

Engineering Design and Presentation 9,296

Engineering Design and Problem Solving 4,555

Engineering Mathematics 2,831

Practicum in Science, Technology, Engineering, and Mathematics 546

Principles of Engineering 6,313

Principles of Technology 11,975

Robotics and Automation 4,738

Scientific Research and Design 7,582

Transportation, Distribution, and Logistics

Advanced Aircraft Technology 73

Advanced Automotive Technology 3,163

Advanced Collision Repair and Refinishing 620

Advanced Small Engine Technology 90

Aircraft Technology 179

Automotive Technology 8,166

Collision Repair and Refinishing 1,398

Energy, Power, and Transportation Systems 6,942

Logistics, Planning, and Management Systems 122

Practicum in Transportation, Distribution, and Logistics 619

Principles of Transportation, Distribution, and Logistics 6,031

Small Engine Technology 1,624

Transportation Systems Management 147

Languages Other Than English, Elementary

| | |
|--------------------------------------|--------------------------|
| American Sign Language, Kindergarten | 14 |
| American Sign Language, Grade 1 | 5 |
| American Sign Language, Grade 2 | 0 |
| American Sign Language, Grade 3 | 5 |
| American Sign Language, Grade 4 | Enrollment not available |
| American Sign Language, Grade 5 | 13 |
| Arabic, Kindergarten | Enrollment not available |
| Arabic, Grade 1 | 20 |
| Arabic, Grade 2 | 26 |
| Arabic, Grade 3 | Enrollment not available |
| Arabic, Grade 4 | 23 |
| Arabic, Grade 5 | Enrollment not available |
| Chinese, Kindergarten | 558 |
| Chinese, Grade 1 | 700 |
| Chinese, Grade 2 | 721 |
| Chinese, Grade 3 | 743 |
| Chinese, Grade 4 | 755 |
| Chinese, Grade 5 | 652 |
| Czech, Grade 4 | 41 |
| French, Kindergarten | 242 |
| French, Grade 1 | 408 |
| French, Grade 2 | 464 |
| French, Grade 3 | 371 |
| French, Grade 4 | 348 |
| French, Grade 5 | 595 |
| German, Kindergarten | 95 |
| German, Grade 1 | 84 |
| German, Grade 2 | 81 |
| German, Grade 3 | 332 |
| German, Grade 4 | 76 |
| German, Grade 5 | 64 |

Languages Other Than English, Elementary (continued)

| | |
|------------------------|--------------------------|
| Hebrew, Kindergarten | 40 |
| Hebrew, Grade 1 | 44 |
| Hebrew, Grade 2 | 22 |
| Hebrew, Grade 3 | 22 |
| Hebrew, Grade 4 | 44 |
| Hebrew, Grade 5 | 25 |
| Japanese, Kindergarten | 21 |
| Japanese, Grade 1 | Enrollment not available |
| Japanese, Grade 2 | 159 |
| Japanese, Grade 3 | 135 |
| Japanese, Grade 4 | Enrollment not available |
| Latin, Grade 5 | 128 |
| Russian, Kindergarten | 199 |
| Russian, Grade 1 | Enrollment not available |
| Russian, Grade 2 | Enrollment not available |
| Russian, Grade 3 | Enrollment not available |
| Spanish, Kindergarten | 5,986 |
| Spanish, Grade 1 | 7,810 |
| Spanish, Grade 2 | 7,938 |
| Spanish, Grade 3 | 7,646 |
| Spanish, Grade 4 | 7,892 |
| Spanish, Grade 5 | 6,774 |

Languages Other Than English, Middle School

| | |
|----------------------------------|-------|
| American Sign Language, Level I | 18 |
| American Sign Language, Level I | 132 |
| American Sign Language, Level II | 23 |
| Arabic, Level I | 105 |
| Arabic, Level II | 30 |
| Arabic, Level III | 21 |
| Chinese, Grade 6 | 398 |
| Chinese, Level I | 1,327 |
| Chinese, Level II | 8 |

Languages Other Than English, Middle School (continued)

| | |
|---|--------|
| Cultural and Linguistic Topics, Grade 6 | 1,163 |
| Cultural and Linguistic Topics, Grade 7 | 387 |
| Cultural and Linguistic Topics, Grade 8 | 239 |
| Exploratory Languages, Grade 7 | 4,000 |
| Exploratory Languages, Grade 8 | 686 |
| French, Grade 6 | 332 |
| French, Level I | 1,711 |
| French, Level II | 162 |
| French, Level III | 82 |
| German, Level I | 346 |
| German, Level II | 61 |
| Japanese, Level I | 28 |
| Japanese, Level II | 16 |
| Latin, Grade 6 | 402 |
| Latin, Level I | 581 |
| Latin, Level II | 42 |
| Latin, Level III | 23 |
| Other Foreign Languages, Grade 6 | 489 |
| Other Foreign Languages, Level I | 188 |
| Other Foreign Languages, Level II | 35 |
| Russian, Level I | 24 |
| Russian, Level II | 18 |
| Russian, Level III | 38 |
| Spanish, Level I | 27,475 |
| Spanish, Level II | 7,507 |
| Spanish, Level III | 2,037 |
| Spanish, Level IV | 346 |
| Turkish, Level I | 1,508 |
| Turkish, Level II | 863 |
| Turkish, Level III | 708 |

Languages Other Than English, High School

American Sign Language

| | |
|---|--------------------------|
| American Sign Language, Level I | 17,256 |
| American Sign Language, Level II | 10,590 |
| American Sign Language, Level III | 2,596 |
| American Sign Language, Level IV | 157 |
| American Sign Language, Advanced Intermediate Study | Enrollment not available |

Classical Languages

| | |
|--|--------------------------|
| Latin, Level I | 7,469 |
| Latin, Level II | 4,236 |
| Latin, Level III | 2,138 |
| Latin, Level IV | 119 |
| Latin, Level V | 49 |
| Latin, Level VI | 0 |
| Seminar in Classical Languages, Advanced | Enrollment not available |

Discovering Languages and Cultures

| | |
|--|--------------------------|
| Chinese Culture/Linguistics | 23 |
| French Culture/Linguistics | 43 |
| German Culture/Linguistics | 56 |
| Japanese Culture/Linguistics | 68 |
| Hebrew Culture/Linguistics | Enrollment not available |
| Latin Culture/Linguistics | 126 |
| Russian Culture/Linguistics | 22 |
| Spanish Culture/Linguistics | 633 |
| Other Foreign Language Culture/Linguistics | 220 |

Level I

| | |
|------------------|--------|
| Arabic, Level I | 90 |
| Chinese, Level I | 3,331 |
| French, Level I | 38,869 |
| German, Level I | 9,592 |
| Hebrew, Level I | 57 |
| Hindi, Level I | 33 |

Languages Other Than English, High School (continued)

Level I (continued)

| | |
|-------------------|---------|
| Italian, Level I | 263 |
| Japanese, Level I | 1,547 |
| Korea, Level I | 0 |
| Russian, Level I | 213 |
| Spanish, Level I | 303,932 |
| Turkish, Level I | 637 |

Level II

| | |
|--------------------|---------|
| Arabic, Level II | 62 |
| Chinese, Level II | 2,517 |
| French, Level II | 26,120 |
| German, Level II | 6,191 |
| Hebrew, Level II | 32 |
| Hindi, Level II | 32 |
| Italian, Level II | 126 |
| Japanese, Level II | 712 |
| Russian, Level II | 142 |
| Spanish, Level II | 247,492 |
| Turkish, Level II | 474 |

Level III

| | |
|---------------------|--------|
| Arabic, Level III | 27 |
| Chinese, Level III | 1,030 |
| French, Level III | 8,901 |
| German, Level III | 2,222 |
| Hebrew, Level III | 12 |
| Hindi, Level III | 24 |
| Italian, Level III | 98 |
| Japanese, Level III | 362 |
| Russian, Level III | 78 |
| Spanish, Level III | 84,216 |
| Turkish, Level III | 368 |

Languages Other Than English, High School (continued)**Level IV**

| | |
|-------------------|--------------------------|
| Arabic, Level IV | 0 |
| Chinese, Level IV | 124 |
| French, Level IV | 249 |
| German, Level IV | 111 |
| Hebrew, Level IV | Enrollment not available |
| Italian, Level IV | 33 |

Level IV

| | |
|--------------------|-------|
| Japanese, Level IV | 8 |
| Russian, Level IV | 22 |
| Spanish, Level IV | 2,906 |
| Turkish, Level IV | 34 |

Level V

| | |
|-------------------|--------------------------|
| Chinese, Level V | 16 |
| French, Level V | 141 |
| German, Level V | 36 |
| Hebrew, Level V | Enrollment not available |
| Italian, Level V | 0 |
| Japanese, Level V | 6 |
| Russian, Level V | 0 |
| Spanish, Level V | 608 |

Level VI

| | |
|-------------------|----|
| Chinese, Level VI | 5 |
| French, Level VI | 17 |
| German, Level VI | 0 |

Level VI

| | |
|--------------------|-----|
| Italian, Level VI | 0 |
| Japanese, Level VI | 6 |
| Russian, Level VI | 0 |
| Spanish, Level VI | 322 |

Languages Other Than English, High School (continued)**Level VII**

| | |
|---|--------------------------|
| Spanish, Level VII | 34 |
| French, Level VII | Enrollment not available |
| Seminar in Languages Other Than English, Advanced | Enrollment not available |

Spanish for Spanish Speakers

| | |
|---|--------------------------|
| Spanish for Spanish Speakers, Level I | 22,237 |
| Spanish for Spanish Speakers, Level II | 14,934 |
| Spanish for Spanish Speakers, Level III | 5,131 |
| Spanish for Spanish Speakers, Level IV | 109 |
| Spanish for Spanish Speakers, Level V | 43 |
| Spanish for Spanish Speakers, Level VII | Enrollment not available |

Special Topics in Language and Culture

| | |
|----------------------------------|-----|
| Other Foreign Language Level I | 15 |
| Other Foreign Language Level II | 0 |
| Exploratory Language High School | 166 |

Social Studies, High School

| | |
|----------------------------------|--------|
| Special Topics in Social Studies | 12,103 |
|----------------------------------|--------|

Texas Essential Knowledge and Skills

The Texas Essential Knowledge and Skills (TEKS) describe what students should know and be able to do for each grade level and course in the required curriculum.

The tables below provide links to the TEKS for each of the courses included in *Proclamation 2017*.

Chapter 127. Texas Essential Knowledge and Skills for Career Development

PLEASE NOTE: The TEKS that are currently found in these chapters of the Texas Administrative Code at <http://ritter.tea.state.tx.us/rules/tac/chapter127/index.html> are NOT the new TEKS that Proclamation 2017 instructional materials must cover. Do NOT use those standards in developing new materials.

§127.2. Investigating Careers, Adopted 2015

Link will be provided as soon as it is available.

§127.3. College and Career Readiness, Adopted 2015

Link will be provided as soon as it is available.

§127.12. Project-Based Research (One Credit), Adopted 2015

Link will be provided as soon as it is available.

§127.13. Applied Mathematics for Technical Professionals (One Credit), Adopted 2015

Link will be provided as soon as it is available.

§127.14. Career Preparation I (Two to Three Credits), Adopted 2015

Link will be provided as soon as it is available.

§127.15. Career Preparation II (Two to Three Credits), Adopted 2015

Link will be provided as soon as it is available.

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

§130 Links will be provided when they are available.

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

§114.4. Languages Other Than English, Elementary, Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114a.html#114.4>

§114.14. Languages Other Than English, Middle School, Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114b.html#114.14>

§114.32. Discovering Languages and Culture (One-Half to One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.32>

§114.33. Special Topics in Language and Culture (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.33>

§114.34. American Sign Language, Level I (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.34>

§114.35. American Sign Language, Level II (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.35>

§114.36. American Sign Language, Level III (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.36>

§114.37. American Sign Language, Level IV (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.37>

§114.38. American Sign Language, Advanced Independent Study (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.38>

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.39>

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.40>

§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.41>

§114.42. Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.42>

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

§114.43. Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.43>

§114.44. Level VI, Advanced Mid to Advanced High Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.44>

§114.45. Level VII, Advanced High to Superior Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.45>

§114.46. Seminar in Languages Other Than English, Advanced (One-Half to One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.46>

§114.47. Classical Languages, Level I, Novice Low to Intermediate Low Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.47>

§114.48. Classical Languages, Level II, Novice Mid to Intermediate Mid Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.48>

§114.49. Classical Languages, Level III, Novice Mid to Advanced Low Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.49>

§114.50. Classical Languages, Level IV, Novice Mid to Advanced Mid Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.50>

§114.51. Classical Languages, Levels V-VII, Novice High to Superior Low Proficiency (One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.51>

§114.52. Seminar in Classical Languages, Advanced (One-Half to One Credit), Adopted 2014

<http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.html#114.52>

Chapter 111 Mathematics

Chapter 111 Mathematics

§111.47. Statistics, Adopted 2015 (One Credit).

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html#111.47>

§111.48. Algebraic Reasoning (One Credit)

Link will be provided as soon as it is available.

Chapter 113 Social Studies

§113.47. Special Topics in Social Studies (One-Half Credit), Beginning with School Year 2011-2012

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.47>

English Language Proficiency Standards

The English Language Proficiency Standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). In order to be eligible for adoption, instructional materials must meet 100% of the identified ELPS. For *Proclamation 2017*, this requirement only applies to materials submitted for mathematics.

The table below provides a link to the ELPS.

| |
|--|
| English Language Proficiency Standards |
| §74.4. English Language Proficiency Standards http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 |

APPENDIX

Accessibility Information

I. Electronic Instructional Materials

Publishers that offer electronic instructional materials (e.g., CD-ROMs, DVDs or web-based instructional materials) for adoption are required to offer these materials in an accessible format in accordance with the technical standards of the Federal Rehabilitation Act, Section 508. The standards are available at <http://www.section508.gov/index.cfm?fuseAction=stdsdoc>.

Additionally, electronic materials adopted under Proclamation 2017 must be created to conform to the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA, available at the following site: <http://www.w3.org/TR/WCAG20/>

Publishers that offer electronic instructional materials must contract with a reputable third party to provide a report for each electronic component that verifies that the components follow Web Content Accessibility (WCAG) 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508. The report is due from publishers to TEA by 5:00 p.m. CDT.

~~[Publishers must mark up print instructional materials eligible for NIMAS submission that contain mathematical and scientific instructional content by using the latest applicable version of the MathML 3 module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium website, available at <http://www.daisy.org/z3986/structure/SG-DAISY3/index.html>.]~~

Accessibility Resources for Publishers of Electronic Instructional Materials

The following resources offer essential information for publishers that are planning the development of accessible electronic instructional materials.

General

Section 508 <http://www.section508.gov/>

Resources from the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) <http://www.w3.org/WAI/Resources/>

Web Content Accessibility Guidelines (WCAG) Overview <http://www.w3.org/WAI/intro/wcag.php>

How to Meet WCAG 2.0 <http://www.w3.org/WAI/WCAG20/quickref/>

MathML 3 Resources <http://www.w3.org/Math/>

Accessible Digital Learning Materials-Publisher/Developer Best Practices Guidelines http://aim.cast.org/learn/practice/palm/best_practices

National Center on Accessible Educational Materials <http://aem.cast.org/>

Guidelines for Describing STEM Images for Use within Digital Talking Books and on Web Sites
<http://ncam.wgbh.org/about/news/ncam-publishes-guidelines-for->

Electronic and Information Resources Accessibility Policy
<http://www.window.state.tx.us/accessibility.php>

Resources for Designing Accessible Websites

Web Content Accessibility Guidelines (WCAG 2.0) – W3C <http://www.w3.org/TR/WCAG20/>

Accessible Web Authoring Resources and Education (AWARE) Center for the HTML Writers Guild
<http://aware.hwg.org/>

Evaluation, Repair, and Transformation Tools for Web Content Accessibility
<http://www.w3.org/WAI/ER/tools/>

HTML Kit (editor, validator, Word 2000 cleanup) <http://www.chami.com/html-kit/>

IBM Software Accessibility Checklist Checkpoint 2.1 <http://www-03.ibm.com/able/guidelines/web/accessweb.html>

WGBH's National Center for Accessible Media <http://ncam.wgbh.org/>

Trace Research and Development Center's Developing More Usable Web Sites
<http://www.trace.wisc.edu/world/web/>

Resources for Closed Captioning and Audio Description

Media Access Group at WGBH, The Caption Center <http://www.wgbh.org/caption>

National Captioning Institute <http://www.ncicap.org>

VITAC <http://www.vitac.com>

Media Access Group at WGBH, Descriptive Video Service
<http://main.wgbh.org/wgbh/pages/mag/services/description/>

Metropolitan Washington Ear, Inc. <http://www.washear.org>

Narrative Television Network <http://www.narrativetv.com>

II. Printed Instructional Materials

Instructional Materials and NIMAS Files Required For Automated Production of Specialized Formats (Braille, Large Print & Audio)

Under sections 612(a)(23)(A) and 674(e)(4) of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Improvement Act of 2004, the Secretary of Education establishes the National Instructional Materials Access Center (NIMAC) and the National Instructional Materials Accessibility Standard (NIMAS). Under Section 612(a)(23)(A) of the Act, NIMAS files of printed instructional materials are required to ensure the availability, timely production, and delivery of print instructional materials in specialized formats to blind or other persons with print disabilities in elementary and secondary schools.

Every publisher of print materials adopted under *Proclamation 2017* must provide NIMAS files of their adopted programs to facilitate the production of specialized formats. The NIMAS *Technical Specification, v1.1*, can be found at http://aim.cast.org/experience/technologies/spec-v1_1. Publishers must adhere to all NIMAS guidelines including any new guidelines that are approved by NIMAC on or before November 1, 2016.

Publishers must mark up print instructional materials eligible for NIMAS submission that contain mathematical and scientific instructional content by using the latest applicable version of the MathML 3 module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium website, available at <http://www.daisy.org/z3986/structure/SG-DAISY3/index.html>.

New publishers should email nimac@aph.org to request a publisher account. The NIMAC will provide instructions regarding how to set up an account, as well as complete documentation regarding submission procedures and how to prepare metadata correctly. A new publisher may be required to provide a sample NIMAS file to the NIMAC for review before they establish an account for the publisher. Specific information and resources for publishers, including a list of frequently asked questions, can be found at the NIMAC website: <http://www.nimac.us/publishers.html>

NIMAS files and printed instructional materials are required for all subjects in *Proclamation 2017* for the automated production of specialized formats.

Each publisher participating in *Proclamation 2017* is required to provide the name, address, telephone number, fax number, and e-mail address of the individual responsible for providing the NIMAS files, normally the instructional materials production manager, by November 30, 2016. Communication between the Division of Instructional Materials and Educational Technology (IMET) and the publisher's representative responsible for providing the NIMAS files should begin early in the file production process.

Schedule and Procedures for Providing Electronic Files and Printed Materials to TEA and Braille, Large Print, and Audio Producers

August 4, 2016 Publishers provide to the IMET Division the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. This information should be sent to instructional.materials@tea.texas.gov.

January 13, 2017 Publishers of adopted printed instructional materials are informed of the designated braille producers by the IMET Division.

January 27, 2017 Publishers must provide three print copies of the adopted student materials, one copy of the NIMAS files, and a screen shot from the publisher's copy of the NIMAC Validation Wizard showing that the file has successfully passed validation with "0 errors, 0 warnings" for both the XML file and OPF file to the designated braille producer.

Publishers are not required to provide printed copies or NIMAS files of materials that are designed for use by teachers, but publishers must provide three print copies and NIMAS files of blackline masters or any other materials included in the teacher component that are intended for student use. Should a braille or large print teacher edition be required by a district, a publisher must provide the agency with two printed teacher editions.

April 21, 2017 Publishers of adopted printed instructional materials are informed of the designated large print and audio producers by the IMET Division.

May 5, 2017

- Publishers must submit three print copies of the corrected student components and one copy of the corrected NIMAS files to the designated braille producer.
- Publishers must submit one print copy of the corrected student components and one copy of the corrected NIMAS files to the designated large print producer.
- Publishers must submit one print copy of the corrected student components and one copy of the corrected NIMAS files to the designated audio producer.
- Publishers must submit one copy of the NIMAS files that incorporates all required corrections to TEA. Corrected samples shall be identical in content and format to materials that will be provided to school districts after purchase.
- Publishers must submit a report produced by a reputable third party for each electronic component that verifies that the components follow Web Content Accessibility (WCAG) 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508 to TEA by 5:00 p.m. CDT.
- Publishers must submit one copy of corrected NIMAS files to the NIMAC.

Glossary of Terms

For the purpose of *Proclamation 2017*, the words and terms below will have the following meanings:

Ancillaries Those materials not listed on the publisher's *Official Bid* but that the publisher plans to provide to districts and open-enrollment charter schools free with each order

Ancillaries are not reviewed by panel members at the state level and are not adopted nor sanctioned by the SBOE.

Affidavit of Authorship or Contribution A signed and notarized document by which a publisher certifies that each individual whose name is listed on its materials as an author or contributor of content contributed to the development of the materials

The affidavit also states in general terms the involvement of each author and/or contributor.

Affidavit of Corrections A signed and notarized document by which a publisher certifies that all required corrections of factual errors have been made

Breakouts The result of parsing the Texas Essential Knowledge and Skills (TEKS) into constituent parts

The breakouts are shown on the *Correlations* form and the *Evaluation* form.

Citation The identification of one occurrence of a specific example of content that covers one element of the Texas Essential Knowledge and Skills (TEKS)

Consumable Any instructional material component that is intended to be written in, depleted, or otherwise consumed during the first year of use

Correlations Form A document provided by TEA on which publishers indicate the locations in their materials where the required Texas Essential Knowledge and Skills (TEKS) are addressed

Publishers of electronic materials must also include electronic correlations as part of their products.

Depository An entity through which publishers receive and fill orders for instructional materials

Depositories must be EMAT and Electronic Data Interchange (EDI) compliant. Publishers are not required to maintain a depository, though the use of a depository is permitted.

Educational Materials System (EMAT) TEA's statewide electronic instructional materials management system that processes all requisitions for, payments for, and deliveries of adopted instructional materials

School districts and open-enrollment charter schools also use EMAT to request disbursements from their instructional materials allotment.

Education Service Centers (ESCs) Public entities created by state statute to provide educational support programs and services to local schools and school districts

Each of the 20 ESCs serves districts in a specific geographic area.

Enrichment Subjects Languages other than English, health, physical education, fine arts, career and technical education, technology applications, and religious literature

Error Form Please see Identification of Errors and Changes by Publisher form

Evaluation Form (State Review Panel evaluation) A document that the state review panels complete detailing where the instructional material addresses the Texas Essential Knowledge and Skills (TEKS) and listing any errors that are discovered

Exhibit A Please see *Official Bid Form*

Form B and Warranty of Publisher A signed statement certifying that the printed books submitted for adoption conform in every respect to the *Manufacturing Standards and Specifications for Textbooks (MSST)*

Form M and Warranty of Publisher A signed statement certifying that the electronic media submitted for adoption conform in every respect to the *Manufacturing Standards and Specifications for Textbooks (MSST)*

Foundation Subjects English language arts and reading, mathematics, science, and social studies

Identification of Errors and Changes by Publisher Form A document with which a publisher provides the list of all corrections necessary to each student and teacher component of an instructional materials submission

Instructional Materials Allotment (IMA) An annual allocation of money from the instructional materials fund to each school district and open-enrollment charter school

The allotment is based on student enrollment, and the per-student amount is determined annually.

Instructional Materials Fund A reserve of capital comprised of an amount set aside by the SBOE from the available school fund and any amounts lawfully paid into the fund from any other source and appropriated by the Legislature

Money from the instructional materials fund is used to finance the instructional materials allotment.

Instructional Materials Content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student

The term includes books, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional materials.

Instructional Materials and Educational Technology (IMET) The division of TEA that coordinates the acquisition of state-approved instructional materials in various media and implements and supports educational technology to prepare Texas public school students and educators for success in the 21st century

International Standard Book Number (ISBN) A unique number that identifies books and book-like products internationally

Manufacturing Standards and Specifications for Textbooks (MSST) The physical standards of quality and performance for K-12 instructional materials

These standards and specifications are developed by the State Instructional Material Review Association, in consultation with the Association of American Publishers and the Book Manufacturers' Institute.

Markup A sequence of characters or other symbols that are inserted at specific places in text or word processing file to indicate how the file is produced when it is printed or displayed or to describe the document's logical structure

The markup indicators are often called "tags."

MathML An XML application that describes mathematical notation and capturing structure and content

MathML enables mathematics to be served, received, and processed on the World Wide Web.

National Instructional Materials Accessibility Standard (NIMAS) A technical standard used to produce XML-based source files, from which accessible, student-ready alternate-format versions of textbooks and core materials (e.g., braille, e-text, digital talking book, large print, etc.) can be created and distributed to students with print disabilities

No-Contact Period The time during which appointed state review panel members are not permitted to have either direct or indirect contact regarding content of instructional materials under evaluation by the panel with any person having an interest in the adoption process

The period begins when TEA initially contacts a nominee regarding his or her appointment to review instructional materials and ends after the *Recommendations for the Adoption of Instructional Materials* is published.

Nonconsumable Any instructional material component that is considered self-sufficient for the entire period of the adoption

Official Bid (Exhibit A) The document with which a publisher makes an official offer to provide specific instructional materials to the state of Texas at a fixed price

The form becomes Exhibit A of the contract.

Proclamation The document issued by the SBOE calling for bids for instructional materials in selected subject areas and/or grade levels

The proclamation identifies the courses, grade levels, and subject areas scheduled for review and provides links to the Texas Essential Knowledge and Skills (TEKS) for those courses and subjects.

Proclamations are named for the year in which the materials are intended to be made available in the classroom.

Questions and Answers Document (Q&A) A proclamation-specific document issued by the SBOE that consists of questions presented by publishers and answers provided by TEA

Register of Contacts Form The document with which a publisher discloses all contact with members of the SBOE

The disclosure, which is required by state law, must include the time, date, location, and purpose for each communication with a member of the SBOE.

Report of Required Corrections of Factual Errors A report presented to the SBOE listing all factual errors discovered in instructional materials being considered for adoption

This report is a compilation of the errors found by the state review panels, those reported by the publishers (who are required to disclose all known factual errors), and any reported to TEA by the general public or third-party organizations on or before a deadline established in the proclamation.

Schedule of Adoption Procedures The section in the proclamation that lists the specific activities and deadlines related to the review and adoption of instructional materials

Specialized Format Published material converted into an alternative medium, such as braille, large print, audio, or digital text, which is exclusively for use by persons with print disabilities, as authorized by the *Vocational-Rehabilitation Act* and the *Americans with Disabilities Act*

Statement of Intent to Bid The document with which a publisher indicates its intention to participate in an adoption under a specific proclamation

The form requires high level information about each product to be submitted.

State Review Panel A group of public school teachers, university professors, parents, business and industry representatives, and other subject matter experts that reviews instructional materials submitted for adoption to determine the extent to which the Texas Essential Knowledge and Skills (TEKS) are covered and to identify factual errors

Student Component Any instructional material component that is specifically intended for use by the student

Student components may include print and non-print materials such as student editions, workbooks, and online materials.

Supplemental Bid The document with which a publisher adds to or replaces initial *Official Bid* submissions

Supplemental bids may only be submitted if a correct *Official Bid* was received by the deadline.

Teacher Component Any resource that is specifically intended for use by a teacher

Teacher components may include print and non-print materials such as teacher editions, workbooks, and online materials. Teacher components may also include materials intended for use by students.

Texas Essential Knowledge and Skills (TEKS) The state standards for the foundation and enrichment curriculum, adopted by the SBOE, that identify what students should know and be able to do at the end of each grade level or course

Textbook Please see Instructional Materials