

Instructional Materials Review and Approval

Languages Other Than English (LOTE) K–12 Quality Rubric

Considered by the State Board of Education on April 10, 2026

Implementation Quality

1. Intentional Implementation Supports

1.1 Course-Level Supports

Materials support educators in effective implementation through intentional course-level supports.

Number	Guidance
1.1a	Materials include an explanation of how the instructional design of the materials aligns with research-based instructional strategies for second language acquisition (e.g., proficiency-oriented design, integrated and contextualized instruction, high use of the target language, authentic texts).
1.1b	Materials include course-level resources (e.g., scope and sequence, standards correlations, pacing guide, year-at-a-glance) to support educators in understanding the organization of the course, including what is taught and when it is taught. Course-level resources: • outline the sequence of units in the course and explain the rationale for the unit sequence; • provide a high-level summary of the scope of each unit in the course (e.g., topics, learning outcomes); • identify where each TEKS is addressed within the course; and • provide the suggested number of instructional days for each unit in the course and guidance for adjusting pacing for varying instructional calendars (e.g., Additional Days School Year [ADSY] requirements).
1.1c	Materials for educators and students are user-friendly. Print and digital materials: • include organizational features (e.g., table of contents, index, glossary, headings); • use consistent layouts; and • use visual design to support understanding and reduce extraneous load.

1.2 Unit-Level Supports

Materials support educators in effective implementation through intentional unit-level supports.

Number	Guidance
1.2a	Materials include unit-level resources (e.g., unit overviews) for each unit to support educators in understanding what students will learn and how students will be assessed. Unit-level resources: • provide a narrative of the purpose of the unit (e.g., topics, learning outcomes, essential ideas, connections to prior and future learning); • identify the unit objectives; • identify the unit TEKS; • identify the summative assessments; • identify the unit vocabulary; and • identify the duration of the unit and outline the sequence of instruction in the unit.
1.2b	Materials include a unit internalization protocol with a step-by-step process for understanding a unit prior to teaching.
1.2c	Materials include additional practice (e.g., homework, remediation, enrichment) for each unit.
1.2d	Materials include family resources (e.g., family guides, family letters) for each unit in both English and Spanish with suggestions on supporting the progress of their students.

1.3 Lesson-Level Supports

Materials support educators in effective implementation through intentional lesson-level supports.

Number	Guidance
1.3a	Materials include lesson-level resources (e.g., lesson overviews, lesson plans) for each lesson to support educators in understanding what students will be learning and how students will be assessed in the lesson. Lesson-level resources: • identify the lesson objectives and can-do statements aligned to target proficiency levels; • identify the lesson TEKS; • identify the formative assessments; • identify the lesson vocabulary; • identify the lesson segments; • provide suggested timing for each lesson segment; • provide suggested groupings for each lesson segment (e.g., whole group, small group, partner, independent); • provide educator guidance for each lesson segment (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds); and • identify required educator and student materials.
1.3b	Materials include a lesson internalization protocol with a step-by-step process for understanding a lesson prior to teaching.

2. Progress Monitoring

2.1 Instructional Assessments

Materials support effective implementation with a variety of instructional assessments that include guidance for consistent administration and accurate scoring.

Number	Guidance
2.1a	Materials provide a variety of instructional assessments, including: • pretest(s) administered at the beginning of the course or the beginning of unit(s); • formative assessments at the lesson level; and • summative assessments at the unit level.
2.1b	Materials support educators in administering and scoring instructional assessments. Materials provide educator guidance (e.g., instructions, answer keys, rubrics with scored examples) for: • consistently administering instructional assessments; • accurately scoring selected response item types; and • accurately scoring constructed response item types or performance tasks.

2.2 Data Analysis and Progress Monitoring

Materials support effective implementation through support for educators and students to analyze and monitor progress towards target proficiency levels.

Number	Guidance
2.2a	Materials support educators in analyzing student performance on instructional assessments by including educator guidance (e.g., error analysis, student work analysis protocol) for: • analyzing individual student performance towards target proficiency levels; • identifying trends in student performance towards target proficiency levels; and • using the instructional materials to respond to student performance.
2.2b	Materials provide tools for educators and students to monitor progress toward proficiency in each mode of communication.

3. Supports for All Learners

3.1 Differentiation and Scaffolds

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression.

Number	Guidance
3.1a	Materials include educator guidance for providing differentiated instruction to support all learners, including: • students performing below target proficiency levels; • students performing above target proficiency levels; and • heritage language learners.
3.1b	Materials include educator guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.

Learning Quality

4. Proficiency-Oriented Instruction

4.1 Proficiency-Oriented Design

Materials are sequenced to support student growth on the proficiency continuum (e.g., novice low to novice mid, novice mid to novice high) towards the target proficiency level.

Number	Guidance
4.1a	Materials use a systematic sequence aligned to the target proficiency level that progressively increases the rigor and complexity of: • functions and tasks in each mode of communication; • context and content; • texts; and • language forms.
4.1b	Materials use a spiraled sequence to reinforce retention and deepen proficiency aligned to the target proficiency level by revisiting: • functions in each mode of communication; • text types; and • language forms.

4.2 Integrated and Contextualized Instruction

Materials are designed to develop communicative ability through integrated and contextualized instruction.

Number	Guidance
4.2a	Materials are organized into thematic units on topics of real-world (modern languages and ASL) or classroom (classical languages) relevance that include integrated: • texts; • communicative tasks in each mode; and • instruction in language forms.
4.2b	Communicative tasks are consistently situated in functional or cultural contexts to promote use of the target language in real-world contexts (modern languages and ASL) or classroom contexts (classical languages).
4.2c	Language forms are taught in service of communicative functions (i.e., learning forms in context versus only in isolation).
4.2d	Summative assessments include an integrated performance assessment that requires students to demonstrate performance in all three modes of communication in a real-world (modern languages and ASL) or classroom (classical languages) task.

4.3 High Target Language Use

Materials are designed to develop communicative ability through consistent exposure to comprehensible input and production of meaningful output in the target language.

Number	Guidance
4.3a	Input in materials is almost exclusively in the target language.
4.3b	Materials provide comprehensible input (i.e., target language input within the zone of proximal development appropriate for the target proficiency level) with embedded supports (e.g., visuals, vocabulary, background knowledge, guiding questions).
4.3c	Materials promote consistent production of meaningful output in the target language in educator–student and student–student interactions.
4.3d	Materials provide educator guidance for supporting students in consistent production of meaningful output in the target language.
4.3e	Materials include educator guidance for making target language use during instruction comprehensible (e.g., language simplification, verbal strategies, non-verbal strategies, scaffolding, checks for understanding).
4.3f	Materials connect input and output in an iterative sequence where comprehensible input proceeds and informs meaningful output.

4.4 Authentic Texts

Materials include authentic texts in the target language to expose students to real-world (modern languages and ASL) or classical (classical languages) language use.

Number	Guidance
4.4a	Materials consistently include authentic texts from a variety of communities that use (modern languages and ASL) or used (classical languages) the target language.
4.4b	Authentic texts build knowledge of the cultural products, practices, and perspectives of the communities that use (modern languages and ASL) or used (classical languages) the target language.

5. Input Processing in the Target Language

5.1 Effective Instruction in the Interpretive Mode

Materials are designed to develop student proficiency in listening (modern languages), viewing (ASL), and reading (modern languages and classical languages) comprehension in the interpretive mode through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
5.1a	Materials provide effective explicit instruction on listening (modern languages), viewing (ASL), and reading (modern and classical languages) comprehension skills that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • supplying or activating relevant background knowledge; • setting a purpose for listening, viewing, or reading; • providing concise explanations and modeling; • providing brief noticing of relevant language forms; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
5.1b	Materials provide effective student practice on listening (modern languages), viewing (ASL), and reading (modern and classical languages) comprehension skills that have been explicitly taught to build proficiency. Materials include: • practice with a variety of formats (e.g., print, audio, spoken, visual, multimedia) and genres (e.g., stories, conversations, informational texts); • sufficient practice to advance towards target proficiency, including spaced and interleaved practice (meaning and form); and • educator guidance for providing explanatory feedback on proficiency.
5.1c	Materials assess student performance and proficiency in listening (modern languages), viewing (ASL), and reading (modern and classical languages) comprehension skills that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction (meaning and form); • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

6. Communicating in the Target Language

6.1 Effective Instruction in the Interpersonal Mode

Materials are designed to develop student proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) communication in the interpersonal mode through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
6.1a	Materials provide effective explicit instruction in spoken (modern languages), written (modern and classical languages), and expressive (ASL) interpersonal communication skills that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • providing brief noticing of relevant language forms; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
6.1b	Materials provide effective student practice on spoken (modern languages), written (modern and classical languages), and expressive (ASL) interpersonal communication skills that have been explicitly taught to build proficiency. Materials include: • practice with a variety of activities (e.g., information gap, role play, interviews, digital interactions); • sufficient practice to advance towards target proficiency, including spaced and interleaved practice (meaning and form); and • educator guidance for providing explanatory feedback on proficiency.
6.1c	Materials assess student performance and proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) interpersonal communication skills that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction (meaning and form); • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

6.2 Effective Instruction in the Presentational Mode

Materials are designed to develop student proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) communication in the presentational mode through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
6.2a	Materials provide effective explicit instruction in spoken (modern languages), written (modern and classical languages), and expressive (ASL) presentational communication skills that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • providing brief noticing of relevant language forms; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
6.2b	Materials provide effective student practice on spoken (modern languages), written (modern and classical languages), and expressive (ASL) presentational communication skills that have been explicitly taught to build proficiency. Materials include: • practice with a variety of activities (e.g., brochure, review, proposal, narrative, podcast, public service announcement); • sufficient independent practice to advance towards target proficiency, including spaced and interleaved practice (meaning and form); and • educator guidance for providing explanatory feedback on proficiency.
6.2c	Materials assess student performance and proficiency in spoken (modern languages), written (modern and classical languages), and expressive (ASL) presentational skills that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction (meaning and form); • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

7. Scripts in Non-Roman Writing Systems

7.1 Scripts in Non-Roman Writing Systems

Materials for non-Roman writing systems are designed to develop student proficiency in the composition, structure, and recognition of script elements (e.g., characters, symbols, letters) through explicit instruction, effective practice, and aligned assessment.

Number	Guidance
7.1a	Materials provide effective explicit instruction in composition, structure, and recognition of script elements that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
7.1b	Materials provide effective student practice on composition, structure, and recognition of script elements that have been explicitly taught to build proficiency. Materials include: • sufficient independent practice to advance towards target proficiency, including spaced and interleaved practice; and • educator guidance for providing explanatory feedback on proficiency.
7.1c	Materials assess student performance of and proficiency in composition, structure, and recognition of script elements that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction; • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.

8. Signs in American Sign Language (ASL)

Materials for ASL are designed to develop student proficiency in the use of sign parameters (e.g., handshape, location, movement, palm-orientation, non-manual markers), three-dimensional space (e.g., verb agreement, directionality, compare and contrast concepts, referencing, organizing information), and classifiers through explicit instruction, effective practice, and aligned assessment.

8.1 Signs in American Sign Language (ASL)

Number	Guidance
8.1a	Materials consistently provide effective explicit instruction on the use of sign parameters, three-dimensional space, and classifiers aligned to the target proficiency level that gradually releases students to increasing levels of cognitive and linguistic responsibility aligned to the target proficiency level. Materials include educator guidance (e.g., facilitation notes, sample scripts, questions, sample educator–student and student–student interactions, common student misconceptions, suggested scaffolds) for: • providing concise explanations and modeling; • conducting frequent checks for understanding; • facilitating guided practice and independent practice; and • providing immediate specific feedback.
8.1b	Materials provide effective student practice on the use of sign parameters, three-dimensional space, and classifiers that have been explicitly taught to build proficiency. The materials include: • sufficient independent practice to advance towards target proficiency, including spaced and interleaved practice; and • educator guidance for providing explanatory feedback on proficiency.
8.1c	Materials assess student performance and proficiency in the use of sign parameters, three-dimensional space, and classifiers that have been explicitly taught to monitor progress. Materials include instructional assessments that: • align to the target proficiency level; • align to instruction; • collectively assess varying levels of cognitive and linguistic complexity; • collectively gather data on performance and proficiency; and • include multiple formative assessments with feedback before summative assessments.