

Item 2: Discussion of IMRA Languages Other Than English K–12 Draft Quality Rubric

Tuesday, April 7, 2026

(Board agenda page I-59)

Item 2 Purpose

Item 2 provides an opportunity for staff to present a draft of the Instructional Materials Review and Approval (IMRA) Cycle 2027 quality rubric for the following:

- Full-subject, tier-one instructional materials for Languages Other Than English (LOTE) K–12

Draft Quality Rubric, Full-Subject, Tier-One Instructional Materials for LOTE for grades K–12

(Board agenda page I-61)

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
1.1b	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.



Context and Goals for Item 2

Context for Item 2

- IMRA Cycle 2027 will include a review of LOTE instructional materials.
- TEA conducted research and engaged subject-matter experts (SMEs) to identify research-based practices in LOTE instruction to develop the draft quality rubric.
- The K-12 LOTE quality rubric was developed to cover all modern languages, American Sign Language (ASL), and classical languages.

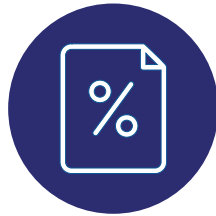
Today's Goals for Item 2

- Review the draft quality rubric for K–12 full-subject, tier-one LOTE instructional materials for SBOE approval in September.
- Receive SBOE input on guiding questions and feedback on the draft quality rubric before engaging additional stakeholders (e.g., parents, community, educators, education service centers [ESCs], publishers).

About Languages Other Than English

- The TEKS for LOTE are not language-specific, but rather are categorized into three categories.
 - **Non-classical languages** (e.g., Arabic, Japanese, French, German, Italian, Spanish, Russian, Portuguese, Chinese, Vietnamese, Hindi, Urdu, Turkish, Korean)
 - **Classical languages** (e.g., Latin, Ancient Greek)
 - **American Sign Language** (ASL)
- Districts and open-enrollment charters may provide instruction in any language on the basis that a qualified teacher is providing instruction and that relevant instructional materials are available to teach it.

SBOE IMRA Criteria



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%).



Suitable and Appropriate*

Content in materials meets suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h)).

*Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



Quality Review

Material quality supports students' ability to demonstrate proficiency in the standards.

Material is in compliance with three-cueing ban and phonics rule requirements.



Factual Errors

Materials do not contain factual errors.



Physical and Electronic Specifications

Material components meet physical and digital requirements.



Parent Portal

Materials on parent portal meet transparency requirements.



Instructional Materials | Categories

Full Subject, Tier One

Instructional material is designed to provide a student with mastery of the essential knowledge and skills adopted by the State Board of Education (SBOE) for **a certain subject and grade level** in the required curriculum under §28.002 or for prekindergarten without the need for supplementation, if implemented as designed.

Partial Subject, Tier One

Instructional material is designed to provide a student with mastery in a **portion** of the essential knowledge and skills adopted by the SBOE for a **certain subject and grade level** in the required curriculum under §28.002 or for prekindergarten without the need for supplementation in the essential knowledge and skills covered, if implemented as designed.

Supplemental

Instructional material is designed to assist in the instruction of **one or more** of the essential knowledge and skills adopted by the SBOE for **a subject** in the required curriculum under §28.002 or for prekindergarten.

New Rubric for IMRA Cycle 2027

IMRA Cycle 2027 will include LOTE, pending approval by the SBOE in September 2026.

Content Area	Grade Band	Scope	Aligned Rubric
English Reading Language Arts	K–5	Full Subject, Tier One	K–3 RLA, 4–8 RLA
English Phonics	K–3	Partial Subject, Tier One	K–3 Partial English
Spanish Reading Language Arts	K–5	Full Subject, Tier One	K–3 SLAR, 4–6 SLAR
Spanish Phonics	K–3	Partial Subject, Tier One	K–3 Partial Spanish
Reading Language Arts	K–5	Supplemental	K–5 RLA Supplemental
Mathematics	K–12	Full Subject, Tier One	K–5 Math, 6–12 Math
Mathematics	K–12	Supplemental	K–5 Math, 6–12 Math
Career and Technical Education	6–12	Full Subject, Tier One	6–12 CTE
Fine Arts	K–12	Full Subject, Tier One	K–12 Fine Arts
Languages Other Than English	K–12	Full Subject, Tier One	K–12 LOTE
Positive Character Traits and Skills	K–12	(Pending June SBOE)	(Pending June SBOE)

Multi-Year Plan to Complete Reviews of Instructional Materials

Cycle 2024	Cycle 2025	Cycle 2026	Cycle 2027	Cycle 2028	Cycle 2029	Cycle 2030	Cycle 2031
Materials in classrooms SY 2025-26	Materials in classrooms SY 2026-27	Materials in classrooms SY 2027-28	Materials in classrooms SY 2028-29	Materials in classrooms SY 2029-30	Materials in classrooms SY 2030-31	Materials in classrooms SY 2031-32	Materials in classrooms SY 2032-33
Foundation Subjects - Math K-12 - ELAR K-5 - SLAR K-5	Foundation Subjects - Math K-12 - ELAR K-5 - SLAR K-5 - Math Supplemental	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-5 - SLAR K-5 - Math Supplemental - RLA Supplemental Enrichment Subjects - Fine Arts - CTE (Batch 1)	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-5 - SLAR K-5 - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - Languages Other Than English (LOTE)	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-5 - SLAR K-5 - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-12 - SLAR K-6 - Science K-12 - Social Studies K-12 - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-12 - SLAR K-6 - Science K-12 - Social Studies K-12 - Prekindergarten - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-12 - SLAR K-6 - Science K-12 - Social Studies K-12 - Prekindergarten - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature - Health - Physical Education
Each year, IMRA reviews will cumulatively expand to include more courses and categories of instructional materials.							

LOTE

Draft Quality Rubric



IMRA 
Instructional Materials
Review and Approval

Quality Review Rubrics | LOTE Design

Subject matter experts with various backgrounds, experiences, and representations were selected for initial development.

Criterion	Languages Other Than English (LOTE)
# of SMEs	Eight
Background	• District-level LOTE coordinators • University LOTE professors • District-level LOTE curriculum designer • LOTE classroom teacher
Years of Experience	201 Combined Years
Languages Represented	Spanish, French, German, American Sign Language (ASL), Chinese, Latin
Geographic Representation	North Texas, Central Texas, Far West Texas, Greater Houston

Quality Rubrics Categories

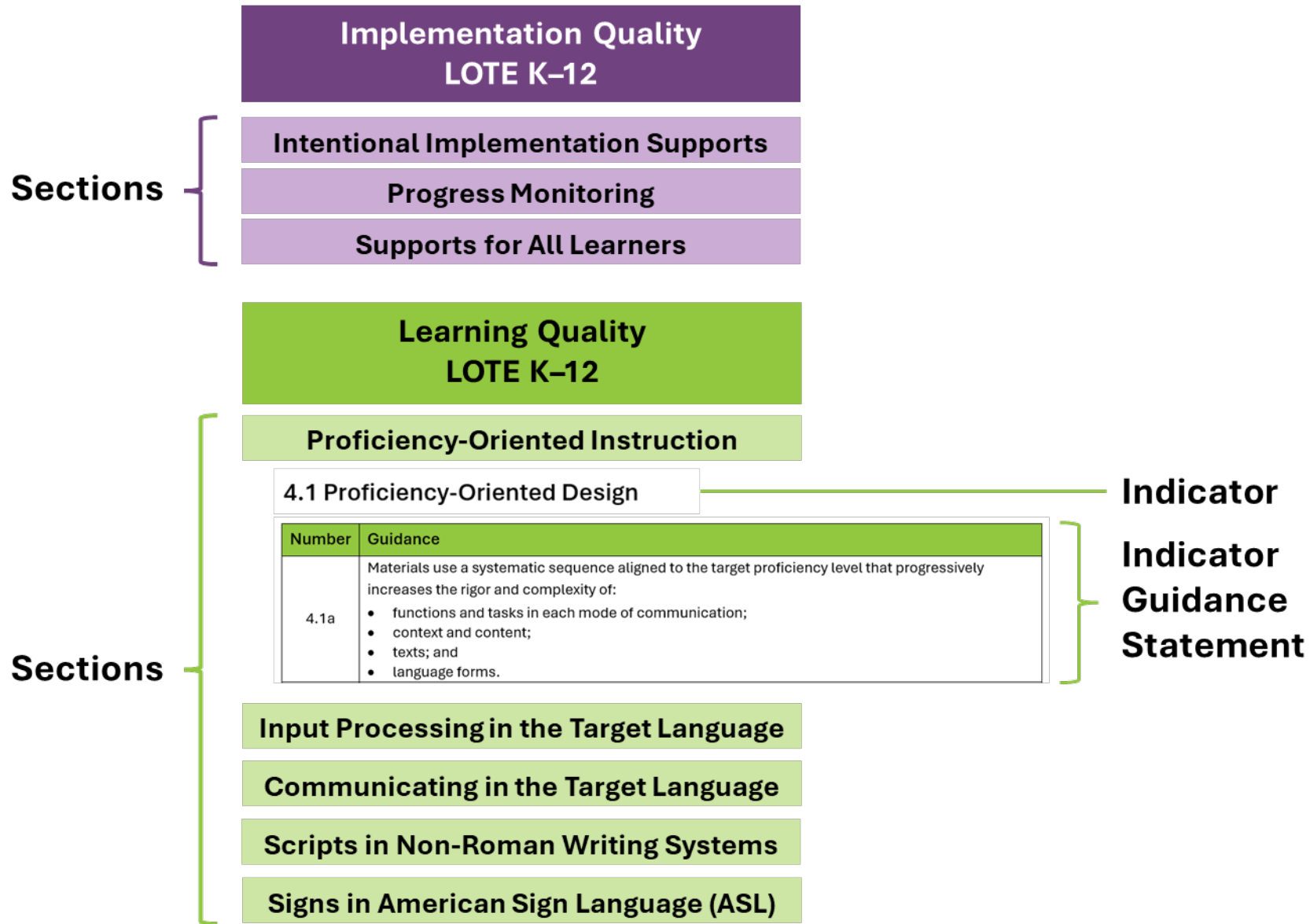
Implementation Quality

The implementation quality category is designed to measure the extent to which **the materials support effective implementation**, including intentional instructional design, progress monitoring, and support for all learners.

Learning Quality

The learning quality category is unique and measures the extent to which materials include **high-quality elements** that are **aligned to research** on the best ways to teach the subject and which **support students in reaching grade-level proficiency** on the standards.

Quality Rubrics | Design



- The rubric is **color coded** throughout as a visual cue for the corresponding **category**.
- Each category has multiple **sections**.
- Each section and subsection includes **indicators** and **indicator guidance statements**.
- Indicator guidance statements clarify the intent and expectations of a specific indicator by naming evidence that reviewers should gather and score during the quality review process.

Implementation Quality

Intentional Implementation Supports

Progress Monitoring

Supports for All Learners



Implementation quality is similar for all content areas in IMRA and evaluates the extent to which instructional materials support effective implementation.

Learning Quality

Section 4 Proficiency-Oriented Instruction

Section 5 Input Processing in the Target Language

Section 6 Communicating in the Target Language

Section 7 Scripts in Non-Roman Writing Systems

Section 8 Signs in American Sign Language (ASL)

Learning quality is unique to the subject area and evaluates the extent to which instructional materials are aligned with research on the best way to teach the subject.

Section 4

Learning Quality

Proficiency-Oriented Instruction

Input Processing in the
Target Language

Communicating in the
Target Language

Scripts in Non-Roman
Writing Systems

Signs in American
Sign Language (ASL)



Proficiency-oriented instruction

evaluates whether the overall design of the program supports students to develop proficiency in the target language.

Input and Output in Language Instruction

Section 5: Input

Language received through listening, reading, or viewing that learners must interpret for meaning.



Section 6: Output

The spoken, written, or signed language learners produce to communicate.



Effective Instruction for Input and Output

Explicit Instruction

Guidance for educator-led explicit instruction that includes explanation and modeling, checks for understanding, and practice with feedback.

Student Practice

Ample, ongoing practice with feedback to advance towards the target proficiency level for the course.

Assessment

Ample, ongoing assessments aligned to instruction and the target proficiency level to ensure educators and students have data on progress.



Learning Quality

Proficiency-Oriented Instruction

Input Processing in the
Target Language

Communicating in the
Target Language

Scripts in Non-Roman
Writing Systems

Signs in American
Sign Language (ASL)

Input Processing in the Target Language
evaluates the input (i.e., listening, reading, viewing) students receive and how the materials support students to process the meaning of that input.

Learning Quality

Proficiency-Oriented Instruction

Input Processing in the
Target Language

Communicating in the
Target Language

Scripts in Non-Roman
Writing Systems

Signs in American
Sign Language (ASL)

Communicating in the Target Language
evaluates how the materials support
development of students' language
production.

Quality Review Rubrics | LOTE Learning Quality Section 7 and Section 8

Learning Quality

Proficiency-Oriented Instruction

Input Processing in the
Target Language

Communicating in the
Target Language

Scripts in Non-Roman
Writing Systems

Signs in American
Sign Language (ASL)

Scripts in Non-Roman Writing Systems and Signs in American Sign Language (ASL)
evaluate how materials develop student proficiency with scripts or signs.



- 1 Does the language in the draft quality rubric broadly apply **across all grade levels**?
- 2 Does the language in the draft quality rubric broadly apply **to all languages (i.e., modern languages, classical languages, ASL) ?**

Next Steps | Stakeholder Engagement for IMRA Cycle 2027 Quality Rubric

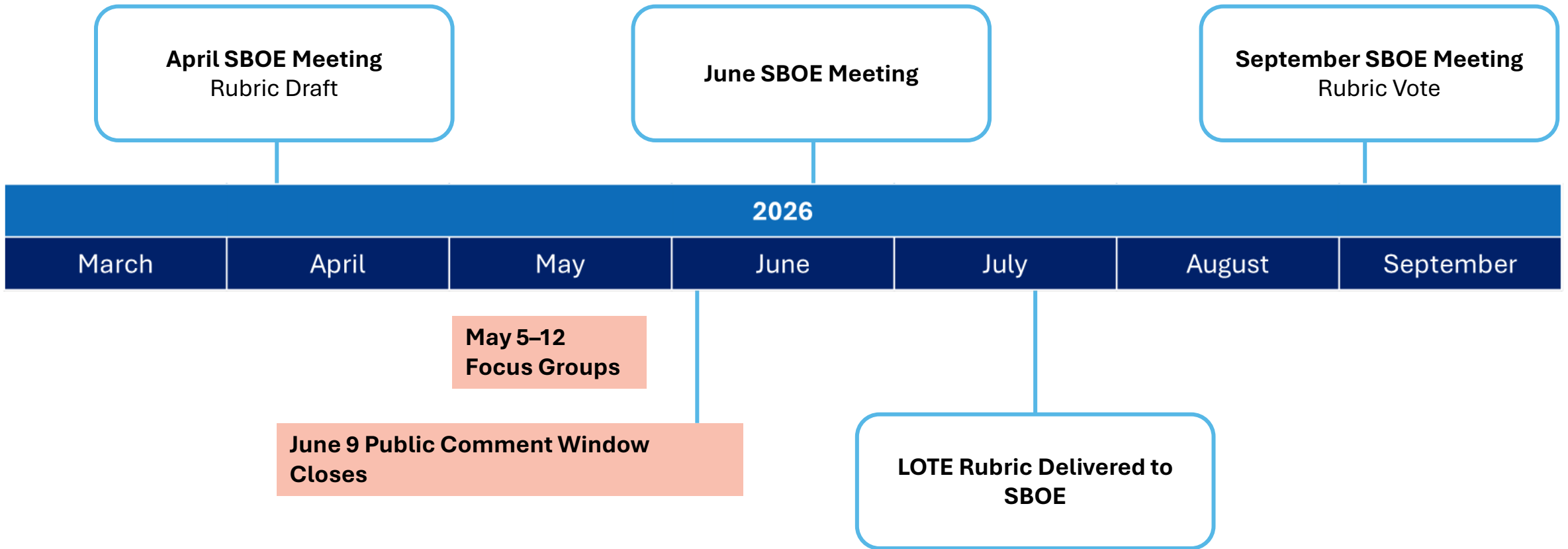
Public comment provides an open forum for broad input, allowing interested individuals or organizations to share any feedback on the IMRA quality rubric.



Focus groups bring together stakeholders for facilitated discussions that explore specific aspects of the IMRA quality rubric in depth.



Next Steps | Summary



Stakeholder Engagement Communications

Parents and Community



- SBOE website
- SBOE members
- Outreach to parent organizations (e.g., TPTA)
- TEA and SBOE social media

Educators and ESCs



- SBOE website
- TEA content area listservs
- Outreach to state-level LOTE organizations (e.g., TFLA, TALS)
- TEA and SBOE social media

Publishers



- SBOE website
- TEA publisher listserv
- TEA and SBOE social media

LOTE Focus Group Schedule

Date (2026)	Time	Audience
Tuesday, May 5	12:00–1:00 p.m.	Parents and Community
Wednesday, May 6	9:00–10:00 a.m.	Parents and Community
Wednesday, May 6	5:00–6:00 p.m.	ESC Specialists and Educators
Thursday, May 7	5:00–6:00 p.m.	ESC Specialists and Educators
Friday, May 8	12:00–1:00 p.m.	Publishers
Monday, May 11	12:00–1:00 p.m.	ESC Specialists and Educators
Monday, May 11	2:00–3:00 p.m.	Publishers
Tuesday, May 12	2:00–3:00 p.m.	Publishers
Tuesday, May 12	5:00–6:00 p.m.	Parents and Community

[Registration link](#)



Public Comment on LOTE Draft Quality Rubric

- The public comment form provides stakeholders unable to attend a focus group an opportunity to view the LOTE K–12 draft quality rubric and provide feedback.
- Submit feedback by June 9, 2026, by filling out the [public comment submission form](#) comment submission form.
- The public comment form will be posted on the [SBOE website](#).



The screenshot displays the public comment form for the IMRA Cycle 2027 draft rubric for Languages Other Than English K-12. The form is titled "Instructional Materials Review and Approval (IMRA) Quality Rubric Public Comment Form" and includes the TEA logo. It specifies the public comment period from 4/10/26 to 6/9/26. The form contains several required fields marked with a red asterisk: Name (First and Last Name), Email Address, Zip Code, Role, Affiliation, and Rubric. The Role section includes radio buttons for Educator (Prekindergarten–Grade 12), Educator (Higher Ed), Education Service Center (ESC) Staff, Parent, Publisher, and Other. The Affiliation section includes a text box for the entity name. The Rubric section includes a radio button for Languages Other Than English K-12. A note at the bottom states: "All fields marked with a red asterisk are required."

TEA
Texas Education Agency

Instructional Materials Review and Approval (IMRA) Quality Rubric Public Comment Form

The public comment period for the IMRA Cycle 2027 draft rubric for [Languages Other Than English K-12 IMRA Quality Rubric](#) opened on 4/10/26 and ends on 6/9/26.

All fields marked with a red asterisk are required.

Name (First and Last Name) *

Email Address *
Please provide a valid email address. This will be used if additional clarification is needed and/or to notify you of additional feedback opportunities.

Zip Code *
Please enter the five-digit ZIP code for your home address.

Role *
Select all that apply.

☐ Educator (Prekindergarten–Grade 12)

☐ Educator (Higher Ed)

☐ Education Service Center (ESC) Staff

☐ Parent

☐ Publisher

☐ Other

Affiliation *
If you are providing public comment on behalf of a company or organization, please list that entity below.

Rubric *

☐ Languages Other Than English K-12



Appendix: Research

LOTE Quality Review Rubrics | Appendix ^{1/2}

ACTFL. ACTFL Proficiency Guidelines. 5th ed. American Council on the Teaching of Foreign Languages, 2024.

ACTFL. “Guiding Principles for Language Learning.” February 2023. <https://www.actfl.org/educator-resources/guiding-principles-for-language-learning>.

Delaware Department of Education. High Quality Instructional Materials Review Rubrics for World Languages. August 2022. https://education.delaware.gov/legacy/wp-content/uploads/sites/4/2024/06/de_hqim_review_rubrics_for_wl_version_8-2_083122.pdf.

Mississippi Department of Education. World Languages High-Quality Instructional Materials Review Rubric. July 2023. <https://msinstructionalmaterials.org/wp-content/uploads/2023/07/World-Languages.pdf>.

Nebraska Department of Education. World Language HQIM Review Rubric. May 2023. <https://oercommons.org/courseware/lesson/108042/overview>.

Ohio Department of Education and Workforce. High-Quality Instructional Materials Rubric K–12 World Languages and Cultures. April 2025. https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Resources/High-Quality-Instructional-Material/HQIM-Rubrics/World-Languages_HQIM-Rubric.pdf.aspx?lang=en-US.

Oklahoma State Department of Education. Oklahoma Grades PK–12 World Languages Instructional Materials Evaluation Rubric. March 2022. <https://oklahoma.gov/content/dam/ok/en/osde/documents/services/standards-learning/hqim/hqim-rubrics/2022-PK-12-WLOE-Instructional-Materials-Evaluation-Rubric.pdf>.

The National Standards Collaborative Board. World-Readiness Standards for Learning Languages. 4th ed. The National Standards Collaborative Board, 2015.

LOTE Quality Review Rubrics | Appendix 2/2

Commission on Language Learning. *America's Languages: Investing in Language Education for the 21st Century*. American Academy of Arts and Sciences, 2017. <https://www.amacad.org/publication/americas-languages>.

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National Council of State Supervisors for Foreign Languages, and ACTFL. *NCSSFL-ACTFL Can-Do Statements*. 2017. <https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements>.

National Foreign Language Center. "Teacher Effectiveness for Language Learning Framework." Accessed September 4, 2025. <https://pearll.nflc.umd.edu/teacher-effectiveness/#framework>.

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