

Instructional Materials Review and Approval

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

Implementation Quality

1. Implementation Supports

1.1 Course-Level Supports

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

Number	Guidance
1.1a	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; • explain the rationale for the unit sequence; • briefly summarize the scope of each unit in the course (e.g., topics, learning outcomes); • identify which TEKS are addressed in the scope of each unit in the course; • provide a TEKS correlation chart; • identify the assumed number of instructional minutes for lessons in the course; • provide the suggested number of instructional days for each unit in the course; • provide guidance for how to adjust pacing for instructional calendars with fewer instructional days; and • provide guidance for how to adjust pacing for instructional calendars with more instructional days.

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, unit plans) for each unit to support educators in understanding what students will learn and how students will be assessed in the unit. Unit-level resources: • provide a narrative explanation of the organizing concept, topic, or theme of the unit; • identify the unit objectives as can-do statements; • identify the unit TEKS; • explain how the unit connects to prior or future learning; • identify the summative assessments in the unit; • identify the unit vocabulary; and • outline the sequence of lessons 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 resources for families (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 learn and how students will be assessed in the lesson. Lesson-level resources: • identify the lesson objectives as can-do statements; • identify the lesson TEKS; • identify the formative assessments in the lesson; • 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 facilitation 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 for the lesson.
1.3b	Materials include a lesson internalization protocol with a step-by-step process for understanding a lesson prior to teaching.

1.4 Educator Usability

Materials support educators in efficient implementation through onboarding resources and user-friendly design.

Number	Guidance
1.4a	Materials include onboarding resources (e.g., navigation guide, getting started guide) to support educators in orienting themselves to the course. Onboarding resources: • identify all types of components in the course; • provide a brief description of each type of component in the course; • explain 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); • explain the structure of units in the course; and • explain the structure of lessons in the course.
1.4b	Materials are designed for educators to efficiently locate and use implementation supports. Materials: • use consistent layouts across units in the course; • use consistent layouts across lessons in the course; and • embed educator facilitation guidance within the lesson.

2. Assessment Supports

2.1 Administering and Scoring Assessments

Materials support educators in consistently administering and accurately scoring assessments.

Number	Guidance
2.1a	Materials provide educator guidance (e.g., instructions, timing, necessary materials) for consistently administering each summative assessment.
2.1b	Materials support educators in accurately scoring each summative assessment by providing: • answer keys for selected-response item types; • proficiency-aligned rubrics for constructed-response item types or performance tasks; and • scored examples that span a range of performance levels for constructed-response item types or performance tasks.

2.2 Analyzing and Responding to Assessment Data

Materials support educators and students in analyzing and responding to assessment data.

Number	Guidance
2.2a	Materials support educators in analyzing and responding to student performance towards the target proficiency level for each summative assessment by providing resources (e.g., error analysis, student work analysis protocol) for: • analyzing individual student performance to inform targeted supports; • identifying trends in performance across students to inform adjustments to whole-group or sub-group instruction; and • using the instructional materials to respond to student performance.
2.2b	Materials support educators in analyzing and responding to student progress towards the target proficiency level across summative assessments by providing resources (e.g., data dashboard, longitudinal proficiency tracker) for: • analyzing individual student progress to inform targeted supports; • identifying trends in progress across students to inform adjustments to whole-group or sub-group instruction; and • using the instructional materials to respond to student progress.
2.2c	Materials support students in analyzing data and setting goals by providing resources (e.g., can-do statement tracker, portfolio) for: • identifying their own performance relative to the target proficiency level for each summative assessment; • identifying their own progress towards the target proficiency level across summative assessments; and • setting actionable proficiency goals.

3. Supports for All Learners

3.1 Differentiated Instruction and Practice

Materials support educators in reaching all learners through differentiated instruction and practice.

Number	Guidance
3.1a	Materials include educator guidance for providing differentiated instruction to support all learners throughout each unit, including: • supports for students performing below target proficiency levels that provide access but keep the communicative goal constant; • extensions that increase the rigor of tasks for students performing above target proficiency levels; and • supports or extensions for heritage speakers that build on existing proficiency to develop academic register.¹
3.1b	Materials include educator guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.
3.1c	Materials include additional practice for each unit that educators can use if students need practice beyond instruction in lessons.

¹ Supports or extensions for heritage speakers are not applicable for classical languages.

Learning Quality

4. Proficiency-Oriented Instruction

4.1 Proficiency-Oriented Design²

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

Number	Guidance
4.1a	Materials use a systematic sequence of instruction and practice that progressively increases the complexity of: • functions in each mode of communication; • contexts; • text types; and • language control.
4.1b	Materials include assessments that progressively increase the complexity of: • functions in each mode of communication; • contexts; • text types; and • language control.
4.1c	Materials use a spiraled sequence to reinforce retention and deepen proficiency by revisiting: • functions in each mode of communication; and • language forms.

² Classical languages will only be evaluated for the interpretive mode in 4.1a, 4.1b, and 4.1c.

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 or classical-world relevance ³ that include integrated: • texts; • communicative tasks in each mode;⁴ • vocabulary; and • language forms.
4.2b	Communicative tasks are consistently situated in functional and cultural contexts to promote use of the target language in real-world or classroom contexts. ⁵
4.2c	Vocabulary is taught in service of communicative functions (i.e., learning vocabulary in context versus only in isolation).
4.2d	Language forms are taught in service of communicative functions (i.e., learning language forms in context versus only in isolation).
4.2e ⁶	Materials connect input and output in an integrated and iterative sequence by consistently including: • interpretive tasks that inform output in communicative tasks (versus stand-alone exercises); • interpersonal tasks that use input from previous interpretive tasks; and • presentational tasks that use input from previous interpretive tasks.
4.2f ⁷	Summative assessments include an integrated performance assessment in each unit that requires students to demonstrate performance: • in each mode of communication; • in an integrated task; and • in a real-world context.

³ Modern languages and ASL will be evaluated for real-world relevance; classical languages will be evaluated for classical-world relevance.

⁴ Classical languages will only be evaluated for the interpretive mode.

⁵ Modern languages and ASL will be evaluated for real-world contexts; classical languages will be evaluated for classroom contexts.

⁶ 4.2e is not applicable for classical languages.

⁷ 4.2f is not applicable for classical languages.

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	Materials maximize target language use by requiring students to use the target language almost exclusively when: - processing input; and - producing output.⁸
4.3b	Materials provide comprehensible input (i.e., target language input within the zone of proximal development appropriate for the target proficiency level).
4.3c ⁹	Materials include educator guidance for making the educator's use of the target language during instruction comprehensible.
4.3d	Materials include educator guidance for providing scaffolds that gradually decrease as student proficiency increases, including scaffolds to support students in: - processing input in the interpretive mode;¹⁰ - producing output in the interpersonal mode;¹¹ and - producing output in the presentational mode.¹²

⁸ Producing output in the target language almost exclusively is not applicable to classical languages.

⁹ 4.3c is not applicable for classical languages.

¹⁰ Modern languages will be evaluated for both interpretive listening and interpretive reading scaffolds; classical languages will be evaluated for interpretive reading scaffolds; ASL will be evaluated for interpretive receptive scaffolds.

¹¹ Scaffolds in the interpersonal mode are not applicable for classical languages.

¹² Modern languages will be evaluated for both presentational speaking and presentational writing scaffolds; ASL will be evaluated for presentational expressive scaffolds. Scaffolds in the presentational mode are not applicable for classical languages.

4.4 Authentic Texts

Materials include authentic texts in the target language to expose students to real-world or classical-world language use.¹³

Number	Guidance
4.4a	Materials consistently include authentic texts from a variety of communities that use or used the target language.
4.4b	Authentic texts build knowledge of the communities that use or used the target language, including: • cultural products; • cultural practices; and • cultural perspectives.

¹³ Modern languages and ASL will be evaluated for real-world language use; classical languages will be evaluated for classical-world language use.

5. Input Processing in the Target Language¹⁴

5.1 Explicit Instruction in the Interpretive Mode

Materials are designed to develop student proficiency in the interpretive mode through effective explicit instruction.

Number	Guidance
5.1a	Materials set a real-world or classroom purpose ¹⁵ for input processing.
5.1b	Materials activate or supply background knowledge to prepare students for input processing.
5.1c	Materials provide explicit instruction in interpretive communication skills, including how to: • develop literal comprehension; • develop inferential comprehension; • develop analytical comprehension;¹⁶ • interpret cultural products, practices, or perspectives; • understand vocabulary in context; and • understand language forms in context.
5.1d	Explicit instruction in interpretive communication skills is aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
5.1e	Materials include educator facilitation guidance for providing effective explicit instruction in the interpretive mode, including guidance for: • providing concise explanations and modeling of interpretive communication skills; • providing concise explanations and modeling of interpretive communication strategies; • providing brief noticing of relevant vocabulary; • providing brief noticing of relevant language forms; and • conducting frequent checks for understanding.

¹⁴ In Section 5, modern languages will be evaluated for both interpretive listening and interpretive reading skills; classical languages will be evaluated for interpretive reading skills; ASL will be evaluated for interpretive receptive skills.

¹⁵ Modern languages and ASL will be evaluated for setting a real-world purpose; classical languages will be evaluated for setting a classroom purpose.

¹⁶ Analytical comprehension is applicable only for Level IV–VII courses for modern languages and classical languages.

5.2 Student Practice in the Interpretive Mode

Materials are designed to develop student proficiency in the interpretive mode through effective student practice.

Number	Guidance
5.2a	Materials include interpretive tasks in each unit that require students to: • demonstrate literal comprehension; • demonstrate inferential comprehension; • demonstrate analytical comprehension;¹⁷ • interpret cultural products, practices, or perspectives; • understand vocabulary in context; and • understand language forms in context.
5.2b	Interpretive tasks in each unit are aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
5.2c	Interpretive tasks in each unit are aligned to instruction.
5.2d	Interpretive tasks in each unit use a variety of authentic texts.
5.2e	Materials include student practice in the interpretive mode that gradually releases students to increasing levels of responsibility, including: • guided practice; and • independent practice.
5.2f	Materials include frequent and ongoing student practice in the interpretive mode, including: • practice in each lesson cycle; • spaced practice; and • interleaved practice.
5.2g	Materials include educator guidance for providing explanatory feedback on proficiency in the interpretive mode.

¹⁷ Analytical comprehension is applicable only for Level IV–VII courses for modern languages and classical languages.

5.3 Performance-Based Assessment in the Interpretive Mode

Materials are designed to evaluate student performance in the interpretive mode through aligned assessments.

Number	Guidance
5.3a	Materials include summative assessments of student performance in the interpretive mode in each unit that require students to: • demonstrate literal comprehension; • demonstrate inferential comprehension; • demonstrate analytical comprehension;¹⁸ • interpret cultural products, practices, or perspectives; • understand vocabulary in context; and • understand language forms in context.
5.3b	Summative assessments of student performance in the interpretive mode in each unit are aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
5.3c	Summative assessments of student performance in the interpretive mode in each unit are aligned to instruction.
5.3d	Summative assessments of student performance in the interpretive mode in each unit use authentic texts.
5.3e	Materials include multiple formative assessments in each unit to provide feedback on student performance in the interpretive mode prior to summative assessments.

¹⁸ Analytical comprehension is applicable only for Level IV–VII courses for modern languages and classical languages.

6. Communicating in the Interpersonal Mode

6.1 Explicit Instruction in the Interpersonal Mode (Modern Languages and ASL)

Materials are designed to develop student proficiency in the interpersonal mode through effective explicit instruction.

Number	Guidance
6.1a	Materials set a real-world purpose for interpersonal communications.
6.1b	Materials provide explicit instruction in interpersonal communication skills, including how to: • understand what a conversation partner communicates; • engage in a range of communicative functions; • negotiate meaning; and • use culturally appropriate expressions, register, or gestures.
6.1c	Explicit instruction in interpersonal communication skills is aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
6.1d	Materials include educator facilitation guidance for providing effective explicit instruction in the interpersonal mode, including guidance for: • providing concise explanations and modeling of interpersonal communication skills; • providing concise explanations and modeling of interpersonal communication strategies; • providing support for relevant vocabulary; • providing support for relevant language forms; and • conducting frequent checks for understanding.

6.2 Student Practice in the Interpersonal Mode (Modern Languages and ASL)

Materials are designed to develop student proficiency in the interpersonal mode through effective student practice.

Number	Guidance
6.2a	Materials include interpersonal tasks in each unit that require students to: • understand what a conversation partner communicates; • engage in a range of communicative functions; • negotiate meaning; and • use culturally appropriate expressions, register, or gestures.
6.2b	Interpersonal tasks in each unit are aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
6.2c	Interpersonal tasks in each unit are aligned to instruction.
6.2d	Materials include opportunities for students to practice communicating in the interpersonal mode through a variety of communicative tasks.
6.2e	Materials consistently include interpersonal tasks with an information gap (versus scripted dialogues).
6.2f	Materials include student practice in the interpersonal mode that gradually releases students to increasing levels of responsibility, including: • guided practice; and • independent practice.
6.2g	Materials include frequent and ongoing student practice in the interpersonal mode, including: • practice in each lesson cycle; • spaced practice; and • interleaved practice.
6.2h	Materials include educator guidance for providing explanatory feedback on proficiency in the interpersonal mode.

6.3 Performance-Based Assessments in the Interpersonal Mode (Modern Languages and ASL)

Materials are designed to evaluate student performance in the interpersonal mode through aligned assessments.

Number	Guidance
6.3a	Materials include summative assessments of student performance in the interpersonal mode in each unit that require students to: • understand what a conversation partner communicates; • engage in a range of communicative functions; • negotiate meaning; and • use culturally appropriate expressions, register, or gestures.
6.3b	Summative assessments of student performance in the interpersonal mode in each unit are aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
6.3c	Summative assessments of student performance in the interpersonal mode in each unit are aligned to instruction.
6.3d	Materials include multiple formative assessments in each unit to provide feedback on student performance in the interpersonal mode prior to summative assessments.

6.4 Communicating in the Interpersonal Mode (Classical Languages)

Materials include opportunities for students to communicate about classical texts, cultures, or contexts in the interpersonal mode.

Number	Guidance
6.4a	Materials include opportunities for students to produce written or spoken language to communicate about classical language texts, cultures, or contexts in the interpersonal mode.

7. Communicating in the Presentational Mode¹⁹

7.1 Explicit Instruction in the Presentational Mode (Modern Languages and ASL)

Materials are designed to develop student proficiency in the presentational mode through effective explicit instruction.

Number	Guidance
7.1a	Materials set a real-world purpose for presentational communications.
7.1b	Materials provide explicit instruction in presentational communication skills, including how to: • develop ideas to address a prompt; • create messages considering audience and context; and • revise messages.
7.1c	Explicit instruction in presentational communication skills is aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
7.1d	Materials include educator facilitation guidance for providing effective explicit instruction in the presentational mode, including guidance for: • providing concise explanations and modeling of presentational communication skills; • providing concise explanations and modeling of presentational communication strategies; • providing support for relevant vocabulary; • providing support for relevant language forms; and • conducting frequent checks for understanding.

¹⁹ In Section 7, modern languages will be evaluated for both written presentational and spoken presentational skills; ASL will be evaluated for expressive presentational skills.

7.2 Student Practice in the Presentational Mode (Modern Languages and ASL)

Materials are designed to develop student proficiency in the presentational mode through effective student practice.

Number	Guidance
7.2a	Materials consistently include presentational tasks that require students to: • develop ideas to address a prompt; • create messages considering audience and context; and • revise messages.
7.2b	Presentational tasks in each unit are aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
7.2c	Presentational tasks in each unit are aligned to instruction.
7.2d	Materials include opportunities for students to practice communicating in the presentational mode through a variety of communicative tasks.
7.2e	Materials include student practice in the presentational mode that gradually releases students to increasing levels of responsibility, including: • guided practice; and • independent practice.
7.2f	Materials include frequent and ongoing student practice in the presentational mode, including: • practice in each unit; • spaced practice; and • interleaved practice.
7.2g	Materials include educator guidance for providing explanatory feedback on proficiency in the presentational mode.

7.3 Performance-Based Assessments in the Presentational Mode (Modern Languages and ASL)

Materials are designed to evaluate student performance in the presentational mode through aligned assessments.

Number	Guidance
7.3a	Materials include summative assessments of student performance in the presentational mode in each unit that require students to: • develop ideas to address a prompt; • create messages considering audience and context; and • revise messages.
7.3b	Summative assessments of student performance in the presentational mode in each unit are aligned to the target proficiency level for: • functions; • contexts; • text types; and • language control.
7.3c	Summative assessments of student performance in the presentational mode in each unit are aligned to instruction.
7.3d	Materials include multiple formative assessments in each unit to provide feedback on student performance in the presentational mode prior to summative assessments.

7.4 Communicating in the Presentational Mode (Classical Languages)

Materials include opportunities for students to communicate about classical texts, cultures, or contexts in the presentational mode.

Number	Guidance
7.4a	Materials include opportunities for students to produce written or spoken language to communicate about classical language texts, cultures, or contexts in the presentational mode.

8. Scripts in Non-Roman Writing Systems (Modern Languages with Non-Roman Writing Systems)

8.1 Scripts in Non-Roman Writing Systems

Materials are designed to develop student proficiency in script elements (e.g., characters and radicals, letters, diacritics, position or connecting forms) through effective explicit instruction and student practice.

Number	Guidance
8.1a	Materials provide explicit instruction in script elements, including how to: - recognize script elements; - decode script elements; and - produce script elements.
8.1b	Materials include educator facilitation guidance for providing effective explicit instruction in script elements, including guidance for: - providing concise explanations and modeling; and - conducting frequent checks for understanding.
8.1c	Materials include frequent and ongoing student practice in script elements, including: - practice in each unit; - spaced practice; and - interleaved practice.

9. Signs in American Sign Language (ASL)

9.1 Signs in American Sign Language

Materials are designed to develop student proficiency in sign language structure, including 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 effective explicit instruction and student practice.

Number	Guidance
9.1a	Materials provide explicit instruction in sign language structure, including the use of: - sign parameters; - three-dimensional space; and - classifiers.
9.1b	Materials include educator facilitation guidance for providing effective explicit instruction in sign language structure (i.e., sign parameters, three-dimensional space, and classifiers), including guidance for: - providing concise explanations and modeling; and - conducting frequent checks for understanding.
9.1c	Materials include frequent and ongoing student practice in sign language structure (i.e., sign parameters, three-dimensional space, and classifiers), including: - practice in each unit; - spaced practice; and - interleaved practice.