

Approval of IMRA Full-Subject, Tier-One Quality Rubric for Languages Other Than English (LOTE) Grades K–12

Committee of the Full Board

Tuesday, September 1, 2026

Item 1, Board agenda page I-60

Item 1 Purpose

Item 1 provides an opportunity for staff to present the final draft of the IMRA Cycle 2027 quality rubric for Full-subject, tier-one instructional materials for languages other than English (LOTE) K–12.

Context and Goals for Item 1

Context for Item 1

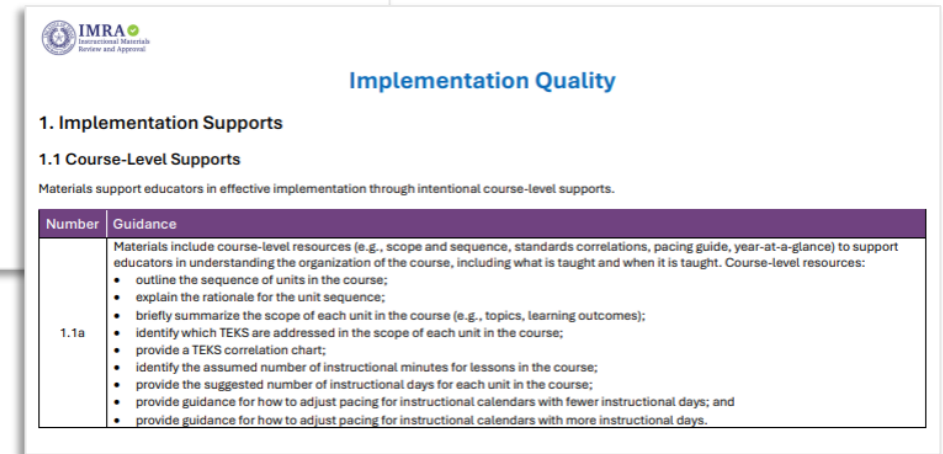
- IMRA Cycle 2027 will include a review of LOTE instructional materials.
- TEA conducted research and engaged subject-matter experts (SMEs) to identify research-based practices in LOTE instruction to develop the quality rubric.
- The K–12 LOTE quality rubric was developed to cover all modern languages,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

Today's Goals for Item 1

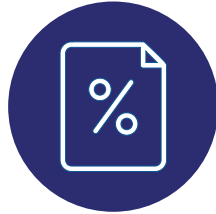
- Approve the quality rubric for K–12 full-subject, tier-one LOTE instructional materials.

Agenda Item 1 Attachments and Exhibits

- Quality Rubric, Full-Subject, Tier-One Instructional Materials for LOTE for grades K–12
- Exhibits:
 - Final proposed rubric
 - Memorandum of changes
 - Summary of public comments



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 SBOE for a certain subject and grade level in the required curriculum under [TEC §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 [TEC §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 [TEC §28.002](#) or for prekindergarten.

Languages Other Than English (LOTE)

The TEKS for LOTE are not language-specific, but rather are grouped into three categories:

Language Category	Language(s)
Non-classical (Modern Languages)	Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Tamil, Turkish, Vietnamese
Classical	Ancient Greek, Latin
American Sign Language (ASL)	ASL

Districts and open-enrollment charters may provide instruction in any language if a qualified teacher is providing instruction and relevant instructional materials are available to teach it.

New Rubric for IMRA Cycle 2027

IMRA Cycle 2027 will include LOTE, pending the SBOE's approval today.

Content Area	Grade Band	Scope	Aligned Rubric(s)
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

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 - 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 - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE)	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-5 - SLAR K-5 - Science K-5 - Social Studies K-5 - Math Supplemental - RLA Supplemental Enrichment Subjects - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE)	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-6 - SLAR K-6 - Science K-12 - Social Studies K-6 - 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)	Foundation Subjects - Math K-12 - Math Advanced - ELAR K-8 - SLAR K-6 - Science K-12 - Social Studies K-8 - 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)
Each year IMRA reviews will cumulatively expand to include more courses and categories of instructional materials.							

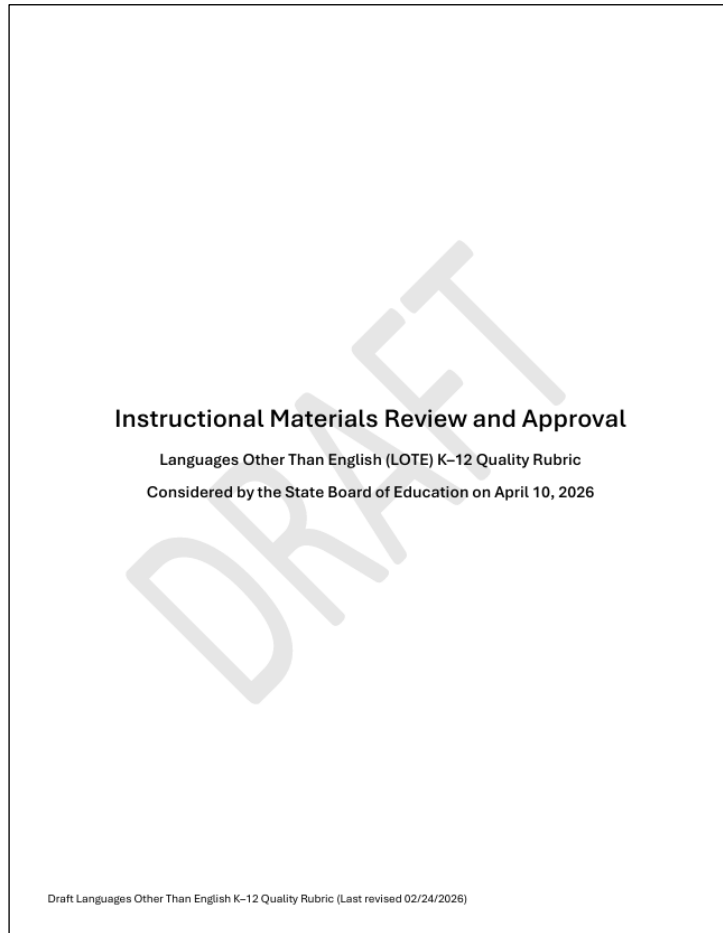
*Following IMRA Cycle 2027, plan will require an update to adjust for recently passed TEKS. Review subjects and timeline are not final.



Reminder: Subject matter experts with a wide range of language expertise and experience developed the draft quality LOTE rubric

Criterion	Languages Other Than English (LOTE)
Number of Subject-Matter Experts	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, ASL, Chinese, Latin
Geographic Representation	North Texas, Central Texas, Far West Texas, Greater Houston

Reminder: Draft quality LOTE rubric presented in April



April Board meeting included the first read of the rubric

Following this first read, TEA engaged stakeholders to gather feedback on the draft rubric

TEA hosted focus groups and subject matter expert groups to gather feedback

Focus Groups

One-hour virtual sessions to gather feedback on the draft rubric

9

focus groups hosted

Three sessions each for:

Parents and community members

Educators

Publishers

Subject Matter Expert Groups

Three-hour virtual sessions to further test and refine the draft rubric

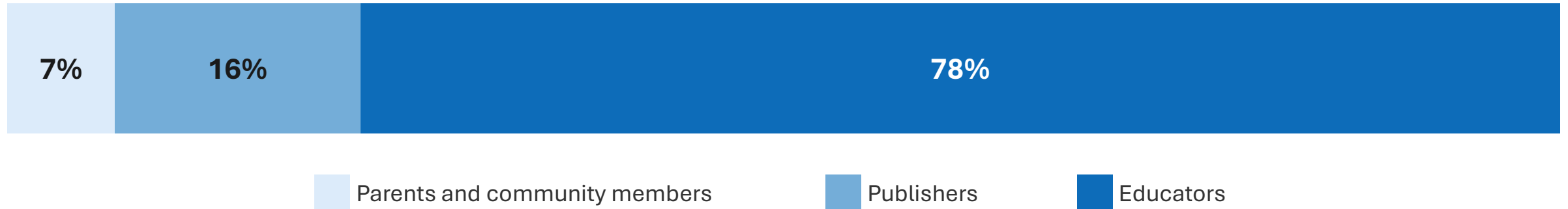
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subject matter expert groups hosted



148 stakeholders provided feedback on the draft quality LOTE rubric

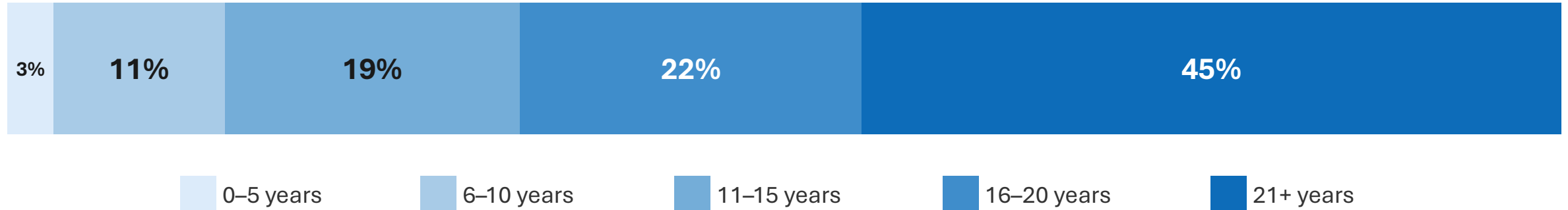
% of stakeholders (n=148)



Note: n=148, including parents and community members (n=10), publishers (n=23), and educators (n=115, including 86 in focus groups and 29 in subject matter expert groups); educators included teachers, school leaders, district leaders, and Educator Service Center (ESC) specialists | Source: IMRA Focus Groups (5/5/26 – 5/12/26), IMRA Subject Matter Expert Groups (5/19/26 – 6/4/26)

Feedback provided by highly experienced LOTE educators

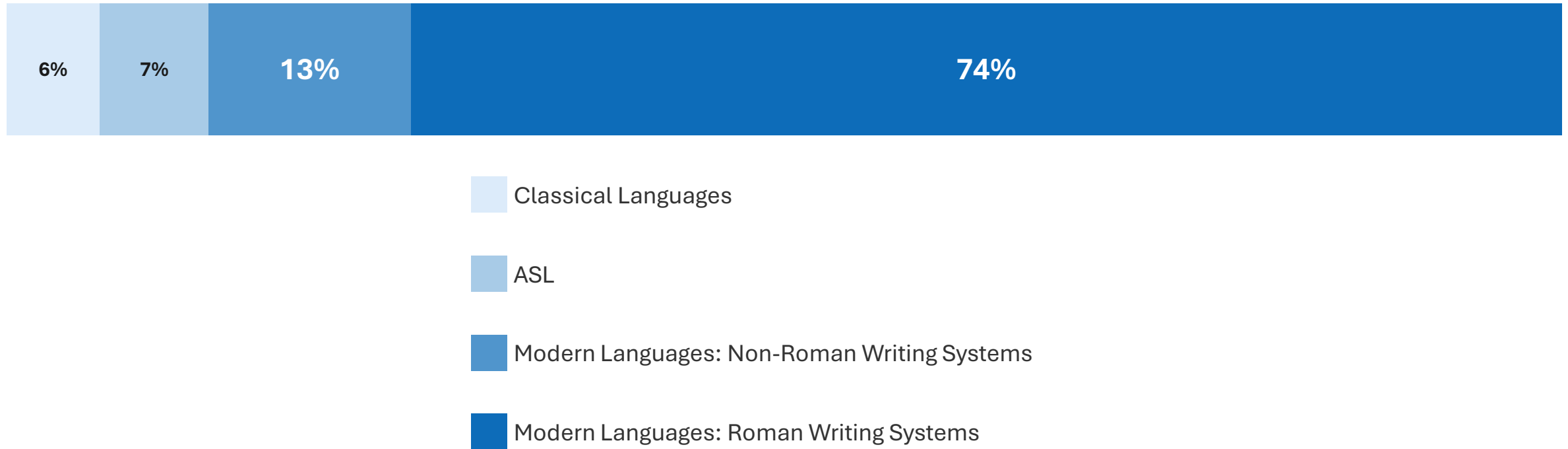
Educators by years of experience



Note: n=115 (including 86 in focus groups and 29 in subject matter expert groups); educators included teachers, school leaders, district leaders, and Educator Service Center (ESC) specialists | Source: IMRA Focus Groups (5/5/26 – 5/12/26), IMRA Subject Matter Expert Groups (5/19/26 – 6/4/26)

Feedback represented all language categories in the draft quality LOTE rubric

% of languages represented in stakeholder feedback



Note: based on educator responses (n=115) to “Which language(s) do you teach?” and publisher responses (n=23) to “What specific language(s) are your products designed for?” Specific languages reported by stakeholders included Classical Languages (Latin), American Sign Language (ASL), Modern Languages: Non-Roman Writing Systems (Chinese, Russian, Arabic, Hindi, Japanese), and Modern Languages: Roman Writing Systems (Spanish, French, German, Italian) | Source: IMRA Focus Groups (5/5/26 – 5/12/26), IMRA Subject Matter Expert Groups (5/19/26 – 6/4/26)

Focus groups gathered feedback about each indicator and the overall draft quality LOTE rubric



IMRA Draft Languages Other Than English Quality Rubric Educator Focus Group Feedback Form

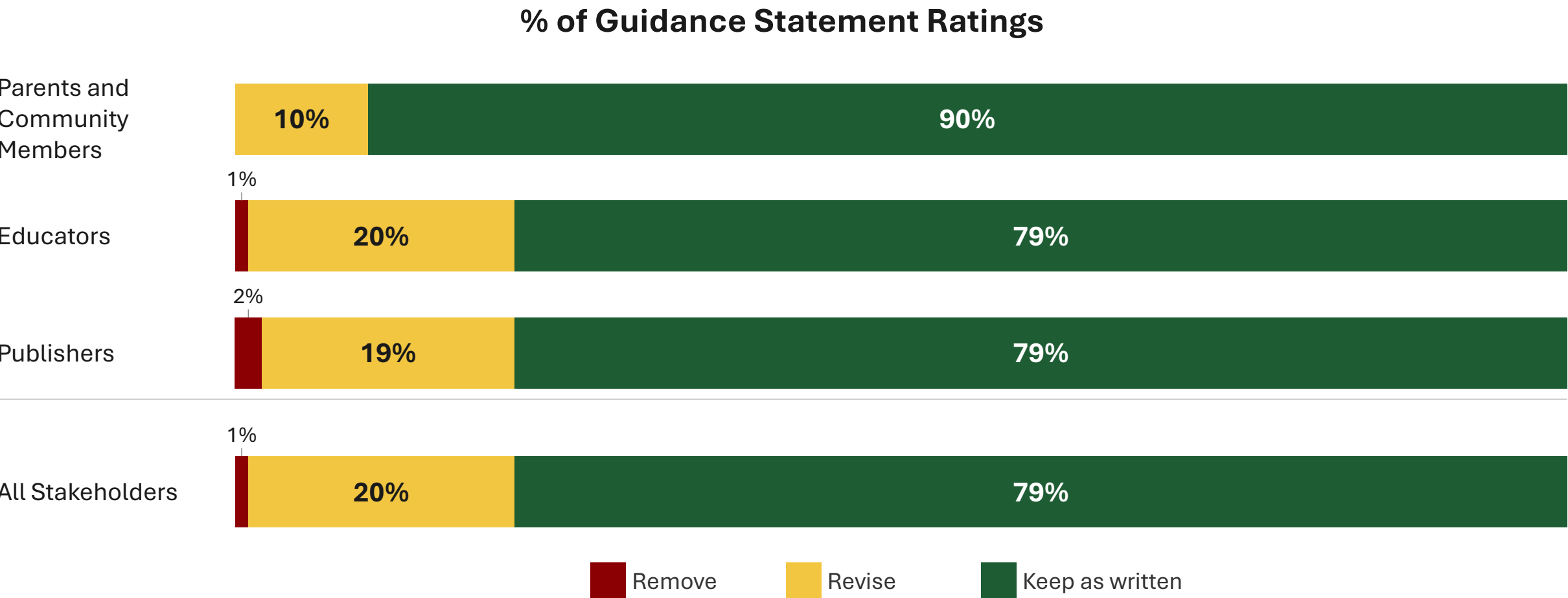
Thank you for participating in the [Instructional Materials Review and Approval](#) (IMRA) quality rubric focus group. Your feedback plays a vital role in helping the Texas Education Agency refine the draft quality rubric for [Languages Other Than English](#) (LOTE) (PDF). This updated rubric is scheduled for review and approval by the State Board of Education in September 2026.

1.3b Materials include a lesson internalization protocol with a step-by-step process for understanding a lesson prior to teaching.

Do you think indicator guidance statement 1.3b should be kept as written, revised, or removed? *

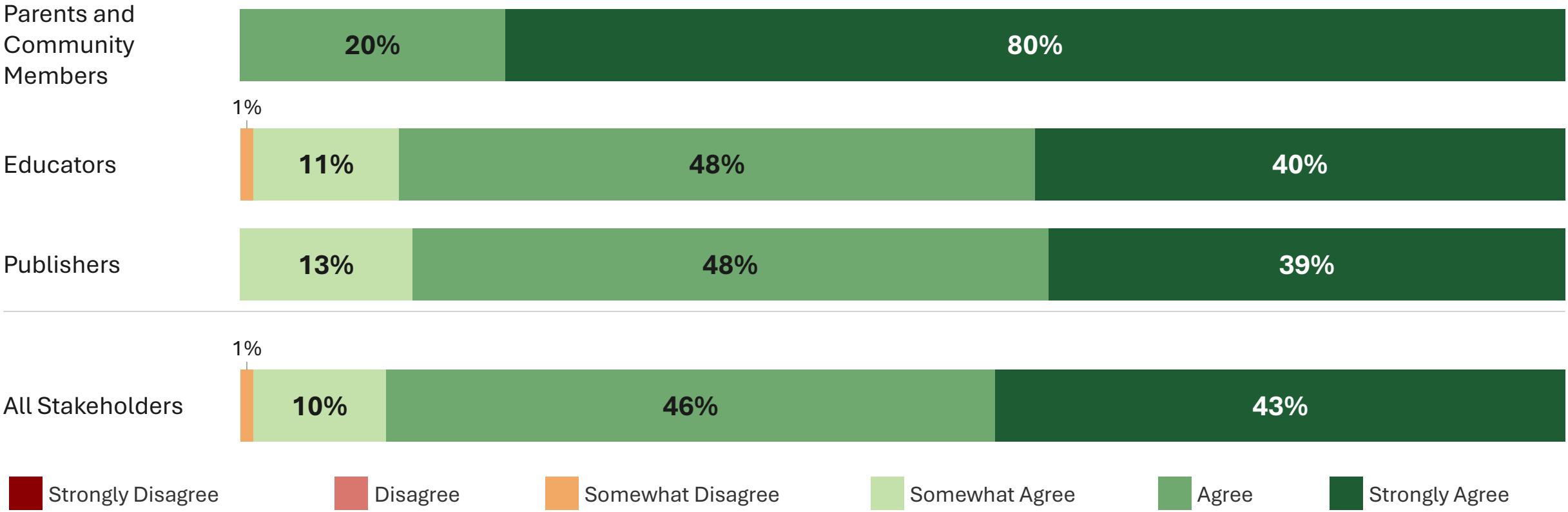
Rate your agreement with the following statement: "The IMRA LOTE K–12 quality rubric will lead to the identification of high-quality LOTE instructional materials." *

Stakeholders recommended keeping the majority of indicators as written



89% of stakeholders agree or strongly agree the LOTE rubric will identify high-quality instructional materials

% of stakeholders agree the LOTE rubric will identify high-quality instructional materials



Note: based on responses of parents and community members (n=10), publishers (n=23), and educators (n=115, including 86 in focus groups and 29 in subject matter expert groups) to “Rate your agreement with the following statement: The IMRA LOTE K–12 quality rubric will lead to the identification of high-quality LOTE instructional materials.” | Source: IMRA Focus Groups (5/5/26 – 5/12/26), IMRA Subject Matter Expert Groups (5/19/26 – 6/4/26)

Stakeholder feedback informed revisions to improve the draft quality LOTE rubric

Revisions made to improve clarity

- **Section 2 (Assessment Supports):** specified supports for administering and scoring assessments and analyzing and responding to assessment data are required for summative assessments
- **Sections 5 (Interpretive Mode), 6 (Interpersonal Mode), and 7 (Presentational Mode):** specified skills in each mode of communication that require explicit instruction, student practice, and assessment
- Other minor revisions (e.g., clarifying requirements for “sufficient practice” in each mode)

Revisions made to ensure applicability

- **Sections 6 (Interpersonal Mode) and 7 (Presentational Mode):** adjusted requirements for classical languages to recognize differences in expectations for language output
- **Section 8 (Scripts in Non-Roman Writing Systems):** revised to ensure indicators are inclusive of both character-based and alphabetic non-Roman writing systems

The redline version of the rubric provides a detailed explanation of revisions between first draft and final draft

Clean Version

Implementation Quality

1. Implementation Supports

1.1 Course-Level Supports

Materials support educators in effective implementation through intentional

Number	Guidance
1.1a	Materials include course-level resources (e.g., scope and sequence) to support educators in understanding the organization of the course, including: • 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., content, standards, and TEKS); • identify which TEKS are addressed in the scope of each unit; • provide a TEKS correlation chart; • identify the assumed number of instructional minutes for each unit; • provide the suggested number of instructional days for each unit; • provide guidance for how to adjust pacing for instructional materials; • provide guidance for how to adjust pacing for instructional materials.

Redline Version

Implementation Quality

1. ~~Intentional~~ Implementation Supports

1.1 Course-Level Supports

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

Proposed Revisions to 1.1a

Draft Guidance Statement	Redline	Proposed Guidance Statement	Rationale
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).	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).		The indicator guidance statement was moved to new guidance statement 1.4a, as the explanation of how the materials aligns with research-based instructional strategies is a resource that supports educator onboarding to their materials.



The LOTE Memo of Changes provides a detailed response to stakeholder feedback

Instructional Materials Review and Approval

Languages Other Than English Quality Rubric

Memo of Changes

Note: This memo of changes is informed by quantitative and qualitative stakeholder feedback on the draft Languages Other Than English K–12 quality rubric that will be presented to the State Board of Education (SBOE) in September 2026. The Texas Education Agency (TEA) facilitated nine focus group sessions in May 2026 for parents, educators, and publishers (n=119) to provide feedback and six educator mock review sessions in May–June 2026 for subject matter experts (n=29) to further test and refine the proposed rubric.

Section 5: Input Processing in the Target Language

Effective Instruction in the Interpretive Mode (5.1)

Aggregate Keep/Revise/Remove by Indicator Guidance Statement



*The Texas Education Agency facilitated stakeholder engagement for parents, educators, and publishers. n varies from 141-142 based on incomplete form submissions.

Indicator	Summary of Stakeholder Feedback	TEA Response to Feedback
5.1a	Educators shared feedback that 5.1a was overloaded and recommended subdividing it. Educators also sought clarification of “comprehension skills” and suggested reframing it as evaluating the interpretive mode.	In response to stakeholder feedback that the guidance statement was too dense, distinct evaluative criteria were pulled out into separate guidance statements. The revised guidance statement situates the purpose of evaluation as a “real-world, communicative” task for modern languages and ASL in response to stakeholder feedback that expectations for the interpretive mode should not focus on comprehension skills without attention to communicative purposes.
5.1b	Stakeholders broadly requested clarification of “sufficient practice.” Educators noted that “spaced and interleaved practice” were not terms familiar to their field and recommended that the rubric language be simplified to “spiraled.” Educators requested concrete examples of what “immediate specific feedback” should look like.	In response to stakeholder feedback that the term “sufficient” was unclear, the revised guidance statement makes clear that students should engage in an interpretive task “in each lesson cycle.” This consistent practice is reiterated later in the guidance statement, clarifying that students need “multiple, ongoing opportunities” to practice input processing. In response to stakeholder feedback for clarity about the



Recommendation:

Approve the IMRA LOTE K–12 rubric

The LOTE draft quality rubric:

- Reflects stakeholder feedback and iterative refinement
- Supports consistent evaluation across varied LOTE instructional contexts
- Maintains rigorous expectations for high-quality instructional materials
- Provides a clear framework for the IMRA review process