



# Correlations to Texas Essential Knowledge and Skills (TEKS) Instructions



## Proclamation 2005

Source: Publisher Handbook, Appendix L

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## General Information

*TAC §66.51(a)(9) On or before the deadline established in the schedule of adoption procedures, publishers shall submit correlations of instructional materials submitted for adoption with essential knowledge and skills required by the proclamation. Correlations shall be submitted in a format approved by the commissioner of education.*

According to Texas Administrative Code, TAC §66.51(a)(9), “publishers shall submit correlations of instructional materials submitted for adoption with essential knowledge and skills required by the proclamation”. Therefore, correlation templates have been developed for every subject area/grade level in which instructional materials are being evaluated.

Publisher correlations will note where the Texas Essential Knowledge and Skills (TEKS) are covered. The State Review Panel (SRP) will review the instructional materials to confirm that the instructional materials address the TEKS. If the TEKS are not addressed, panels will review publisher correlations to determine if the program addresses the TEKS at the publisher-cited locations.

For a material to be conforming, the SRP must determine that 100% of the TEKS have been addressed. If at least 50% and less than 100% of the TEKS have been addressed the material will be noted as nonconforming.

The approved format for the publisher correlations must be downloaded from <http://www.tea.state.tx.us/textbooks/adoptprocess/correlations/proc2005correlations.pdf>.

For instructions on how to complete the forms see the "*Instructions*" section of this document. For procedural questions contact Eugene Rios at [eugene.rios@tea.state.tx.us](mailto:eugene.rios@tea.state.tx.us). For technical questions contact Scott Vanya at [scott.vanya@tea.state.tx.us](mailto:scott.vanya@tea.state.tx.us). For Texas Essential Knowledge and Skills questions contact the curriculum director Norma Torres-Martinez, Director of Mathematics or Georgina González, Director of Bilingual Education <http://www.tea.state.tx.us/curriculum/staffdir.html> refer to Appendix A in Publisher Handbook.

Many questions are answered in the [Frequently Asked Questions to Correlations](#) section of this document.

Completed forms for instructional materials in all categories must be received by the **March, 2007** deadline. For specific dates, refer to the Schedule of Adoption procedures in the Proclamation 2005 at <http://www.tea.state.tx.us/textbooks/proclamations/index.html>.

The completed correlation forms for each program will be provided to the TEA to the staff listed below.

- 1) Submit all files as attachment(s) in **one** e-mail message to [scott.vanya@tea.state.tx.us](mailto:scott.vanya@tea.state.tx.us). Write "Publisher Correlations Submission" as the subject line of the message. If the size of the email poses a problem, compression software such as WinZip may be used. See the link at [www.tea.state.tx.us/downloads/](http://www.tea.state.tx.us/downloads/) for more information.
- 2) Submit **two** print copies of the correlation forms for each program to:

Eugene Rios  
Director of Review and Adoption  
Texas Education Agency  
Instructional Materials and Educational Technology  
1701 N. Congress Ave.  
Austin, TX 78701-1494

All forms will be delivered to publishers in Microsoft® Excel 2002 or above (Microsoft® Office XP) format. These files will be Excel 97 or above and Macintosh®-ready. When they are saved in this format, no formatting or features will be lost.

## Correlation Process

Download the Microsoft® Excel file(s) from the TEA Instructional Materials and Educational Technology Division website for each course in which your company bid instructional materials. Only Excel files posted to the website will be accepted. Publishers are not allowed to alter the Excel template.

Publishers will document on the form where the TEKS have been addressed in their material.

Publishers should be aware that these instruments are subject to the Texas Open Records Act.

If more than one person will be completing the correlation, we suggest that you make copies of the entire Excel correlation file and distribute the individual copies. Each portion of the file may then be copy/pasted into the one file you return to the TEA. For more information, see the [Frequently Asked Questions to Correlations](#) section of this document.

The publishers will then submit the forms as stated in the Publisher Handbook (Section 4) in electronic format to [scott.vanya@tea.state.tx.us](mailto:scott.vanya@tea.state.tx.us) and two copies in print format to:

Eugene Rios  
Director of Review and Adoption  
Texas Education Agency  
Instructional Materials and Educational Technology  
1701 N. Congress Ave.  
Austin, TX 78701-1494

## Definitions and Features

**WORKSHEET:** A single table, commonly known as a spreadsheet containing all of a bid's components. All forms include only one worksheet.

**CHAPTER:** The Texas Essential Knowledge and Skills (TEKS) Chapter, content area, as listed on the TEKS website at [www.tea.state.tx.us/teks/](http://www.tea.state.tx.us/teks/).

**SUBCHAPTER:** The TEKS Subchapter as listed on the TEKS website at [www.tea.state.tx.us/teks/](http://www.tea.state.tx.us/teks/).

**COURSE:** The specific course as listed on the TEKS website [www.tea.state.tx.us/teks/](http://www.tea.state.tx.us/teks/), the Proclamation, the Statement of Intent to Bid and the Course Abbreviation Table.

**ISBN/ID:** The International Standard Book Number or the unique identifying number used on the instructional material's Statement of Intent to Bid for the intended bid as a whole.

**COMPONENT ISBN/ID:** The International Standard Book Number or the unique identifying number used on the instructional material's Statement of Intent to Bid for the individual component of the intended bid.

**PAGE(S):** The print or electronic page(s) where the reference is located. For software, web-based or video products enter the section or activity name. For video products also include the time code to be used as a reference point. Do not include the word or abbreviation for "page" in this column. In other words, do not include "p.", "pp", "pgs.", "page", or "pages".

**SPECIFIC LOCATION:** The specific location on the page, display or screen, such as "first paragraph", "right column", "animation top-left", or "diagram at bottom right".

**WORD-WRAP:** As you enter text into a field, the text will wrap around within the field so that the columns remain at a fixed width.

**AUTO FIT:** As the words wrap, the row will expand in height to fit the amount of text that you enter.

**CHARACTER LIMIT:** Only 900 characters may be entered in each Page(s) Specific Location or Comments.

## Instructions to Correlations

PLEASE READ INSTRUCTIONS CAREFULLY BEFORE PROCEEDING. FORMS THAT DO NOT FOLLOW THE FOLLOWING STANDARDS WILL NOT BE ACCEPTED.

For Publisher, Title, ISBN/ID, Item Type and Component ISBN/ID, enter the information exactly as it is entered on the Statement of Intent to Bid.

### I. INSTRUCTIONAL MATERIAL INFORMATION

1. PUBLISHER: Click in the box to the right of "Publisher".  
NOTE: Publishers that currently have materials adopted by the State of Texas are listed in this box. If your company is not on the list, type in the name of your company. Otherwise, in the menu that opens, scroll up/down and click on your selection. The information will appear in the box.
2. TITLE: Enter the title of the bid exactly as listed on the statement of intent to bid.
3. ISBN/ID: Enter the International Standard Book Number or the unique identifying number exactly as listed on the statement of intent to bid.

### II. FOR EACH TEKS CORRELATION

1. A minimum of **three** references are required to be considered addressed while a maximum of five are suggested. Enter for each row, where the listed TEKS is addressed. If a TEKS expectation is not addressed by the material, note in the Page Number column – "Not Addressed". (The first three columns of the form list the TEKS, the Student Expectation and the Breakout. The combination of all three must be addressed.)
2. If TEKS are addressed in multiple components, then place each component on its own line(s) on the Component ISBN/ID, Page and Specific Location columns. Separate each reference within a component using a comma. References are "associated" across a row. (See diagram next page.)

COMPONENT ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
0123456789123	123-134,145,563	The Sum of All Integers, first paragraph, activity
3219876543210	5-37,147,570	Division Divisor, first column, animation top right

In this example above, the instructional material correlates to the TEKS in the 0123456789123 component on pages 123-134, 145 and 563 and in the 3219876543210 component on pages 5-37, 147 and 570. Note: to create a line-break in Excel simultaneously hold down the ALT key and press ENTER.

3. COMPONENT ISBN/ID: Enter the International Standard Book Number or the identifying number of the component.
4. PAGE NUMBER: Type the page number or for software, web-base or video media enter the name of the section or activity name where the citation is located. Additionally, for video if available enter the time code to be used as a reference point.
5. SPECIFIC LOCATION on page/display/screen (paragraph, column, animation, etc.): Enter the location on the page, monitor or screen. Examples, "animation top right", "first paragraph", "left column".

### III. SUBMITTING THE FORMS

1. As stated on page 3 of 11 in this document, submit all of the forms for your company in one email message to [scott.vanya@tea.state.tx.us](mailto:scott.vanya@tea.state.tx.us) and two print copies to Eugene Rios refer to page 3 of 11 of this document for mailing address.
2. Name each Excel file in the following manner:
  - i) Begin with 2005correlat;
  - ii) Add a dash;
  - iii) Extract your abbreviation from the Publisher Abbreviation Table at [www.tea.state.tx.us/textbooks/adoptprocess/pubabbreviations.pdf](http://www.tea.state.tx.us/textbooks/adoptprocess/pubabbreviations.pdf) and add it to the filename;

- iv) Add a dash;
- v) Extract the course abbreviation from the Course Abbreviation Table at [www.tea.state.tx.us/textbooks/adoptprocess/2005courseabbreviations.pdf](http://www.tea.state.tx.us/textbooks/adoptprocess/2005courseabbreviations.pdf) and add it to the filename;
- vi) If you bid more than one instructional material for a course, add numbers in sequence for each instructional material after the course abbreviation, examples:  
 2005correlat-acmepub-E11113Math11.xls,  
 2005correlat-acmepub-E11113Math12.xls,  
 2005correlat-acmepub-E11113Math13.xls.

### Correlation Subject Areas

<a href="#">§111.12. Mathematics, Kindergarten</a>	<a href="#">§111.12. Matemáticas, Kindergarten</a>
<a href="#">§111.13. Mathematics, Grade 1</a>	<a href="#">§111.13. Matemáticas, 1er grado</a>
<a href="#">§111.14. Mathematics, Grade 2</a>	<a href="#">§111.14. Matemáticas, 2° grado</a>
<a href="#">§111.15. Mathematics, Grade 3</a>	<a href="#">§111.15. Matemáticas, 3er grado</a>
<a href="#">§111.16. Mathematics, Grade 4</a>	<a href="#">§111.16. Matemáticas, 4° grado</a>
<a href="#">§111.17. Mathematics, Grade 5</a>	<a href="#">§111.17. Matemáticas, 5° grado</a>

## Samples

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.13. Mathematics, Grade 4.</b>				
<b>Publisher</b>	<b>Acme Publishing, Inc.</b>				
<b>Program Title</b>	<b>Acme Math for First Graders</b>				
<b>ISBN#ID</b>	<b>1234567890123</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN#ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(1) compare whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects	1234567890123 9876543210981 0101010101010	4,62 4,162 Adding with Integers	1st column, exercises Activity 26.1, diagram animation screen right
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(2) compare whole numbers up to 99 (less than, greater than, or equal to) using pictorial models;	1234567890123 9876543210981 0101010101010	56,78 4,162,567 Adding with Integers	1st paragraph, activities Activity 29.1, chart animation screen right
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(3) order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects	1234567890123 9876543210987	67, 189-200,204-207 114,262-265	5th paragraph, Fractions are Happening setion Fun and Fractals 3rd Activity, Section 24.1
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(4) order whole numbers up to 99 (less than, greater than, or equal to) using pictorial models;	1010101010101	Converting with Integers, Long Life- Long Division, A Web in a Bottle	animation screen right Even Longer Division Activity bottom of the page
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;	(1) create sets of tens and ones using concrete objects to describe whole numbers;	1010101010101	Converting and Convex, Long Life- Long Division, Right in the Web	animation top left division Activity bottom of the page



## Frequently Asked Questions to Correlations

### Procedural Questions

1. ***Can we obtain the password or an unprotected version of the form? It doesn't do what we want it to do.***

No.

2. ***Do we complete a separate form for each component?***

No. Use the same form for every component of the program.

3. ***I am working fine, then I click on a cell and MS Excel says the cell is "protected" and I am not allowed to enter anything. What do I do?***

In almost all cases, cells become locked when the contents are copied from MS Word tables and pasted directly into the forms. This may be circumvented when copy and pasting from MS Word by using Paste Special as Text, instead of the standard Paste.

4. ***My virus system removed a critical email attachment that I sent. What do I do?***

Change the file extension, ex. change the name of a Word form from "form.doc" to "form.do2", and resend.

5. ***Our server/computer crashed and we are past the deadline, can we/you resend the file?***

Yes, resend the file to Scott Vanya at [scott.vanya@tea.state.tx.us](mailto:scott.vanya@tea.state.tx.us) and request a read receipt for the message. If you do not receive a read receipt within two days contact Scott by phone at (512) 463-9607 immediately.

6. ***We heard there was a standard way to name the files. Where is the information regarding that standard? How do we name the files?***

See Instructions to Correlations, Section III. SUBMITTING THE FORMS of this document.

7. ***After the State Review Panel how do we record the new content changes? Do we list our new content changes on the error forms?***

New content changes are processed via email correspondence with the Review and Adoption program specialist.

8. ***The web link to the form is broken or doesn't point to the right form. Can we get it via email? What do we do?***

Report the problem via email to Scott Vanya, [scott.vanya@tea.state.tx.us](mailto:scott.vanya@tea.state.tx.us) with "Webpage link broken" in the subject and the details of the problem in the message. The web page we will be updated as soon as possible after the TEA receives the email.

9. ***Our name is not on the Publisher Abbreviation list not listed on the Publisher Abbreviation list (company changed hands, newly created). What do we do?***

Send to Scott Vanya at [scott.vanya@tea.state.tx.us](mailto:scott.vanya@tea.state.tx.us) an email with "Publisher Abbreviation Needed" as the subject line, in the message include the exact name of your publishing company and a proposed 6 character abbreviation. Proceed using the proposed abbreviation. The Publisher Abbreviation Table is updated regularly with submitted revisions.

## Technical Questions

10. ***On the correlation form, our publishing company name is not on the drop down list. What do we do?***

If your company name is not on the drop down list, you may enter the publishing company name directly into the blank.

**11. *We can not enter uncommon symbols (math, science, etc) such as integrals, square roots, etc. What do we do?***

Unusual symbols, may be entered either using the Microsoft Windows Character Map, or via a text version of the symbols that are needed in word problem fashion.

**12. *We want to enter rich text, such as, bold, italics, superscript, subscript, etc. What do we do?***

Rich text may be noted via brackets, "[ ]" script detailing the character to be included, ex. "c[italics-a]at" for *cat*. In some cases, computer notations may be used. For example carets may be used for powers, ex.  $E=mc^2$ .

**13. *How do we line up our entries across the columns?***

In MS Excel, a line break is achieved by holding down the ALT key and pressing ENTER.

**14. *There isn't enough space in a cell for our response. What do we do?***

For technical reasons, the entries have been limited to 900 characters. Publishers that have needed more space have successfully reworded their comment to be more concise and less than 900 characters.

**15. *After we enter an item that has a slash, /, our entry turns into a date, ex. 1/10 becomes 10-Jan. What do we do?***

MS Excel has read the entry as a date. Place a single quotation, ', before the entry, ex. '1/10.

**16. *Our computer tells us we have to change the file name. What do we do?***

Move the file to a folder with fewer subfolders and/or rename the file. Windows limits file paths + file names to less than 218 characters.