

The experiences children have and the skills they develop during their early years help lay the foundation for their future growth and development, increasing their opportunity for success in school and in life. With infants and toddlers, the teacher’s role is not to teach in a traditional sense per se but to observe and react on what infants and toddlers are experiencing and how they learn – and then to support this learning and development process through interactions, the relationship with the child and the provision of experiences in an environment that contributes to the child’s success. . In short, an excellent infant/toddler curriculum enables the teacher to provide an environment and set of individualized and integrated experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for infants and toddlers.

Title: **[Title]**                      Age Levels: **[Age Levels]**

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Overall Rating: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**

**Tier I, Tier II, Tier III Elements of this review:**

STRONG	WEAK

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

**Tier 1 ratings** receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.

**Tier 2 ratings** receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

**Tier 3 ratings** receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>TIER 1 AND 2 NON-NEGOTIABLES</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>1a)</b> Large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the age level for which they are suggested) across all domains of the standards:</p> <ul style="list-style-type: none"> <li>• Approaches to Learning,</li> <li>• Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>• Language and Literacy Development,</li> <li>• Physical Well-being and Motor Development, and</li> <li>• Social-Emotional Development</li> </ul>		
	<p><b>1b)</b> Large majority of materials and activities foster <b>integration</b> of infant/toddler development across domains (e.g., <b>language</b> materials/activities require <b>social</b> interactions/relationships, <b>cognitive</b> skills, and <b>physical</b>/oral motor responses)</p>		
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>2a)</b> Materials and activities focus on relationships, emotional connection and responsive caregiving</p>		
	<p><b>2b)</b> Materials and activities provide caregiving routines that support health and safety of children</p>		
	<p><b>2c)</b> Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child’s interests and developmental needs</p>		
	<p><b>2d)</b> Materials and activities are culturally and linguistically appropriate</p>		
<p><b>3. ORGANIZATION OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p>	<p><b>3a)</b> Materials and activities optimally support children’s learning at different developmental stages (e.g., <i>security</i> for <b>infants</b>, <i>exploration</i> for <b>mobile infants</b>, and <i>identity</i> for <b>toddlers</b>)</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>3b)</b> Materials and activities present a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines)		
<b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>4a) Language and literacy development</b> is emphasized through resources and activities that support: <ul style="list-style-type: none"> <li>• Frequent talk and conversations during daily routines (e.g., diapering)</li> <li>• Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate</li> <li>• Open-ended questions that do not have a “yes” or “no” answer</li> <li>• Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage</li> <li>• Regular and repeated read-alouds of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development</li> <li>• Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message)</li> <li>• Print awareness and letter knowledge</li> </ul>		
	<b>4b) Social-emotional, executive function and cognitive development</b> beyond language and literacy development is emphasized through resources and activities that support: <ul style="list-style-type: none"> <li>• Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs)</li> <li>• Development of science concepts (e.g., body parts, weather, plants, animals)</li> <li>• Perseverance and persistence to solve problems</li> <li>• Curiosity and exploration</li> <li>• Creative thinking (e.g., pretending, make-believe play, role playing)</li> <li>• Awareness of rules and responsibilities</li> </ul>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>4c)</b> Adequate, explanatory instructions for teachers to use the materials and activities		
<b>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5a)</b> Provides a variety of parental engagement activities to strengthen children’s learning and development		
<b>ADDITIONAL INDICATORS OF QUALITY</b>			
<b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b>  Materials and activities reflect a wide range of experiences for skill development.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>6a)</b> Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including individual and cooperative play, interest areas and centers, small group and individualized attention		
	<b>6b)</b> Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child		
	<b>6c)</b> Materials are available in appropriate formats (e.g., vinyl books and board books) and different formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).		
<b>7. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.	<b>7a)</b> Assessments consistent with the <a href="#"><i>Louisiana Birth to Five Early Learning and Development Standards</i></a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples, parent perspectives)		
	<b>7b)</b> Assessment occurs frequently to assure that knowledge of each child’s development is up-to-date and accurate		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>7c)</b> Assessment attends to the child’s functional capacities in natural contexts		
<b>8. SCAFFOLDING AND SUPPORT</b>  Materials/activities provide all children with opportunities and support to meet the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>8a)</b> Appropriate suggestions are outlined for supporting varying needs of children (e.g., English language learners and children with special needs, etc.) and are integrated throughout all materials and activities  Examples may include supportive language, ideas, or movements, or an open-ended question that prompt children to extend or expand their ideas and facilitate new and more complex thinking or exploration		
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards		
	2. Appropriateness of Curriculum Materials and Activities		
	3. Organization Of Curriculum Materials & Activities		
	4. Quality of Curriculum Materials and Activities		
	5. Activities/Materials Supporting Parental Participation		
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities		
	7. Assessment		
	8. Scaffolding and Support		
FINAL DECISION FOR THIS MATERIAL: <b>[Choose one: Tier I Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]</b>			