

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **Eureka Math**

Age Levels: **Three and Four**

Publisher: **Great Minds**

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Curriculum Type (Language/Literacy, Math, Integrated¹): **Math**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	
2. Appropriateness of Materials (Non-Negotiable)	
3. Complexity of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Assessment (Non-Negotiable)	
6. Implementation Format of Materials, Activities	
7. Scaffolding and Support	
8. Supports Parental Participation	

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.

¹ **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an “Integrated Curriculum”, resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, ○ Language and Literacy Development, ○ Physical Well-being and Motor Development, and ○ Social-Emotional Development. 	<p>Yes</p>	<p>A large majority of the materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards for Cognitive Development in the Mathematics Domain.</p> <p>CM 1 is addressed in all five modules through the use of Fluency Practice, Application Problems, and Concept Development. In Module 5 Lesson 14 pg. 86 the children practice counting a specified number of objects to "Feed the Frog" during Fluency Practice. The children are presented numeral cards and count out that number of bugs to feed the frog. The children count as they place a bug between their hands. The activity is repeated using the numerals 6-10 in a random order.</p> <p>CM2, Module 3, Topic B, Lesson 6, Pages 42-43. This indicator meets the Louisiana Standards because the objective is for children to learn how to compose 6 and then decompose into two parts and match to the numeral 6 by using concrete objects such as tennis balls, linking cubes, or sticks to demonstrate simple addition and subtraction problems that total 6 or fewer. The teacher presents and models a story problem and then children act out the story problem with objects to solve whole number problems with sums less than or equal to 6 as shown on page 42. The Application Problem on page 42 is designed for children to count 6 in an array configuration while also seeing 6 composed of two groups within the story context. By stating the unit at each count, in this case balls, children learn a different way to count that carries forward throughout their K–5 experience, with different units (e.g., frogs, centimeters, hundreds, hundredths, quarts, fours, and fourths). For</p>

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			<p>Concept Development, 10 loose cubes are placed on the floor. Two children are invited to make a stick of 3 cubes to match a can of tennis balls. The puzzle template is introduced and the children are asked to place their sticks on the matching spaces. Some templates may exhibit 4 and 2 spaces or 3 and 3 spaces or 5 and 1 spaces. The children use the numeral 6 card to trace the numeral 6 with their fingers. The teacher prompts the children to join the two sticks together to introduce the number 6. The children are invited to break the stick to see if they will have two small sticks again. The teacher instructs the children to put their sticks together again to form the original stick of 6 cubes.</p> <p>CM 3 is best exemplified in Module 4 Topics A-C. Topic A introduces comparison of length, Topic B introduces comparison of weight, and Topic C introduces the topic of volume. Module 4 Lesson 8, pg. 50, during Concept Development children use a balance scale to weigh objects they compared on the previous day using only their hands. Children use a chart from the previous lesson to check to see if their charted answers compare to the actual balance scale findings. Children engage in discussion about how the balance scale proves a difference in the outcomes from using their hands to weigh objects in order to determine, heavier than, lighter than, or about the same.</p> <p>CM 4 relates to the various hands-on experiences such as those provided in Module 2 Lesson 6 Concept Development pg. 52-53. In Part 2, the children are given straws and balls of clay to build a triangle. The children are directed to build three corners first. The children are assessed when they clap three times. One for each corner created from clay. The children count as they add three sides. Once the shape is complete the children count, "1, 2, 3" for each corner and side.</p>

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<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Materials and activities are provided in a variety of teacher-directed and child-initiated experiences. The curriculum also supports child-initiated experiences through play based learning and learning centers located in the student debrief section titled, "Center Connection." Each daily lesson consists of Teacher Initiated Fluency Practice, an Application Problem, Concept Development, and Student Debrief. Allotted times for each moment are provided, with flexibility in where the teacher chooses to complete each experience throughout the day. It is noted that the curriculum acknowledges the use of learning centers during student debrief. Module 1 Lesson 19 pg. 138 encourages children to point out sets of objects that show embedded numbers. For example, the teacher asks prompting questions such as how many cars? and how many are trucks?</p> <p>Module 3 Lesson 5 Concept Development encourages the children to practice counting in linear array from left to right/ top to bottom. However, the curriculum does allow for multiple means for expression as evidenced in a side not on page. 37. This allows for children to initiate counting in a way meaningful to them as long as it is evident that the count is correct.</p>
	<p>FOR ALL CURRICULUM TYPES:</p> <p>2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills through learning centers and free exploration of materials. There is a Center Connections portion of the Lesson Plans located during Student Debrief. The curriculum suggests ways to use math terms when children are engaged in centers, and the curriculum provides some support to enhance materials provided in learning centers. In Module 3 Lesson 12 pg. 82, the Center Connection incorporates the use of an art center to create Ollie the Octopus. The materials suggested include cardstock and chenille stems. The lesson encourages the children to count the chenille stems using one-to-</p>

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			<p>one correspondence to integrate mathematics and the arts. The lesson also suggests the use of paint in the art center.</p> <p>The curriculum does provide opportunities for students to use interactive materials during Concept Development for most daily lessons. Module 2 Lesson 5 pg. 44 promotes a Shape Walk for children to identify and name shapes. The teacher prepares large cut outs of circles, rectangles, and triangles. The children play a game similar the Musical Chairs. As music plays, the children walk about the room; when the music stops, the children stop on a shape. the teacher calls names of shapes for children to either sit on or hold up.</p> <p>While many concept development opportunities do provide hands-on-experiences as mentioned above, there is use of worksheets to promote and practice mathematical skills.</p> <p>In the beginning of each module there is a list of "Suggested Tools and Representation" as seen in Module 1, pg. 9. The suggested tools and representations outlined are 5-group strips, linking cubes, blocks, bear counters, plastic animals, pennies, dot cards, large dice with dice, matching mat, number stairs, number tower, number cards, parking lot template, piano mat, sets of numerals to 5 (cardboard, foam, etc.), and sorting mat. In Module 1, Lesson 29, pg. 193, under Part 1 of the Concept Development the Materials needed include (T) Teacher will need 1 beanbag per student (minimum of 15), 5 hula hoops labeled from left to right with the numbers 1-5. Children will play a beanbag toss game. Children throw the correct number of beanbags into the numbered hula hoop. In Part 2 of the Concept Development in Module 1 pg. 194, there is a Materials subtitle that details that the (T) Teacher will need stickers and problem set and (S) Students will need stickers and Problem Set. Students use stickers to match to the corresponding number inside of the hula hoop on</p>

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			<p>the Problem Set Worksheet.</p> <p>The curriculum includes "Center Connections", which detail ways to replicate the activity in centers. For example, in Module 3, Lesson 19, pg. 118 in the highlighted box it suggests to set up the Pollen Café in the dramatic play center. Children will take turns seating customers and being waiters. Children will practice tallying. A few bags with flowers will be provided to allow children to match the bees and included will be the matching numeral on the bag. Waiters can deliver the flowers to the customers.</p>
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>There is some evidence to support a culturally sensitive curriculum through materials and activities within the curriculum.</p> <p>The Materials List pg. 1 includes a list of books/CDs including: Anno's Counting Book by Mitsumasa Anno, The Secret Birthday Message by Eric Carle, "Carnival of Animals" CD by Camille Saint-Saens, and "Growing Up with Ella" CD by Ella Jenkins</p> <p>Module 1 includes a Family connection which incorporates the children's families in counting. The Family Newsletter Module 1 Topics E-H pg. 17-18 encourages families to send a family photograph to be used in future lessons. Module 1 Lesson 16 uses the family photographs to graph the number of people in the children's family during Concept Development pg. 117-118. Lesson 16 includes family templates Template 1 pg. 119-122 and Template 3 pg. 125 for classroom use if the families were unable to provide their own. The template includes families with a variety of ethnicities and family compositions (single parent and child only, two-parent homes, multi-generational, etc.)</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings. The curriculum does not explicitly describe the setting intended to teach each moment of the day. The daily lessons include Fluency Practice, an Application problem, Concept Development, and Student</p>

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			<p>Debrief. The curriculum does not outline if these moments are whole-group instructional minutes or small-group instructional minutes allowing teacher choice in instruction.</p> <p>Evidence of learning centers and interest areas are provided during student debrief in the Center Connections Tab.</p> <p>Module 3 Lesson 15 Concept Development Part 1 pg. 94. The time designated is 15 minutes. The teacher prepares an ant and a spider in advance. The teacher counts legs on the spider and ant. Then three children role play the legs of an ant. The lesson lends itself to either a whole group or a small group activity. In Part 2 Concept Development, the lesson states, "Gather students in a circle before sending them to the prepared tables." This leaves ambiguity for the teacher to discern if this is to be conducted as a small group lesson or whole group instruction as well.</p>
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>Yes</p>	<p>Materials and activities are appropriate for the domain and skills they are intended to address. The curriculum supports the use of hands-on and real-life materials as mathematics manipulatives. The Materials List is organized as a yearlong resource. The items can be purchased a la carte or in a kit. Many of the items listed are also common items found in a pre-school setting. The list includes both Math Manipulatives (pg. 1) and Additional Items (Everyday Classroom Materials) (pg. 2-3).</p> <p>Concept Development Activities make use of many everyday objects as well as math manipulatives to enhance Mathematics skills. In Module 1 Lesson 7 pg. 50-51 children practice sorting objects by multiple attributes. In Part 1 the children are given a sorting mat and a baggie of items that can be sorted into two groups, such as a bear counters in two colors/ sizes. The children sort by color and then by size. In Part 2 children are paired at a table to practice sorting with different objects such as leaves, vehicles,</p>

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<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>3a) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p>Yes</p>	<p>etc. Anything that can be sorted into two attributes works for this activity.</p> <p>Materials and activities present a logical and coherent progression over time. Mathematical concepts and vocabulary are developed in a series of 5 modules built upon each other. The Story of Units Curriculum Overview pg. 4-5 sequences the modules along with rational to support the sequence in a Pre-Kindergarten setting. The modules are as followed: Module 1- Counting to 5; Module 2- Shapes; Module 3- Counting to 10; Module 4- Comparison of Length, Weight, Capacity, and Numbers to 5; and Module 5- Addition and Subtraction Stories and Counting to 20.</p> <p>Module 1 sets up a story of units. Children explore math terminology and become familiar with counting. The curriculum hones in on a child's natural curiosity through song. The children are introduced to rote counting through songs and chants such as in Lesson 4 Fluency Practice pg. 33 "I Have Two Chant." Children learn to count two objects by using their own bodies to count. " I have two eyes, 1, 2. I have two ears, 1. 2..."</p> <p>Module 2 uses previous sorting skills to categorize shapes. As an extension of sorting objects that are "exactly alike, but..." In Lesson 2 Concept Development pg. 28-29, children learn to sort triangles and non-triangle shapes. The children place all three-sided shapes on one mat and all other shapes on another mat. The children have the opportunity to count by counting sides and corners of shapes throughout this module. Module 3 advances the children's ability to count objects past 5. For Topics A and B children become familiar with answering how many questions up to 7 objects, Topics C and D build with up to 8 objects, Topics E and F continue to 9 objects, and Topics G and H progress to 10 objects. The children gain competency in counting a set number of objects through fluency</p>

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			<p>practice to address skills in Modules 1 and 2. The Application Problems access the prior knowledge and allow for practice of newly acquired skills. Module 3 Lesson 9 Application Problem pg. 63 builds fluency in counting objects in a circular array to 7. Using a paper plate and stick friends, the children count stick friends on a "Merry-Go-Round." The children must use strategies to remember where to start and stop counting as to not count an object more than once. Module 4 includes the use of ordinal numbers when counting. In Lesson 14 Concept Development pg. 90 the children make a line of paddlers for a canoe. The children access prior knowledge to create a linear configuration; they also identify first and last positions. Module 5 ties in all of the children's learning to create addition and subtraction stories to 20. In Lesson 12 Application Problem pg. 77, children act out a simple subtraction story using 4 bear counters. "Four bears are sitting on a rug. 2 go back to their seats. How many are left sitting on the rug?" The mathematical skills build in complexity as the year progresses while children gain confidence through daily fluency practice.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children's background knowledge and vocabulary development • Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express 	<p>N/A</p>	

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	<p>understanding</p> <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</p> <p>4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between numbers and quantities. Therefore, the metrics meet the Louisiana Standards. Throughout Modules 1 and 3, the children have extensive counting experiences with numbers 0–10. In Module 4, they examined the relationships between numbers 1–5 through comparison. In Pre-K, addition and subtraction stories are limited to numbers 0–5. Children use Level 1 problem-solving strategies to solve, meaning that stories can always be acted out, modeled with objects or fingers, drawn, or solved from pictorial representations. In Module 3, the children count to 20, and understand the relationship between quantities to 10; and connect counting to cardinality. In Lesson 1, Pages 14-15, children build upon the understanding of the number core from Module 1, now including quantities of 6 and 7. Lesson 2 further explores 6 and 7 in relationship to 5. In order to help an explorer, cross the creek, children must create a line of rocks from counters. There are already 5 rocks, but children must add 1 more rock (red counter), and touch and count from 1 to 6. To get all the way across the creek, the children must add another rock, and then touch and count from 1 to</p>

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	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems 	Yes	<p>7. In Lessons 3 and 4, children extend their ability to count the Math Way, now including the thumb of the right hand for 6 and the right index finger for 7. At this stage, children extend fingers for counting to show chicks (fingers) hatching from their nest (fist).</p> <p>Math materials and activities adhere to the indicators of quality in regards to math language and vocabulary, conceptual understanding of math content, and perseverance and persistence in solving problems. Included in each module's Overview there is the subtitle Terminology. The Terminology includes a list of new or recently introduced terms and familiar terms and symbols. The Family letter includes Words and Key Terms that will be used throughout the module. The curriculum does promote children's acquisition of the language used in Math. In Module 1, Lesson 1, pg. 9 details language facilitation in Math. It says Language development occurs throughout the Pre-K day, and math time is no exception. The Pre-K math modules utilize the language stimulation and support techniques described in “Core Knowledge Language Arts Pre-K General Overview” to support consistency in language development. Teachers promote language in Math through questioning, modeling, and self and parallel talk. In Module 1, Lesson 1, pg. 22, in the highlighted text box it explains that students are learning vocabulary rapidly. Vocabulary is highlighted as it is introduced; however, children may need support with foundational vocabulary (e.g., size, color names). The curriculum recommends using concrete objects or motions when developing vocabulary with young children.</p> <p>In the Student Debrief included in each lesson there is evidence of children understanding of the conceptual math content being taught through the active process. Children tell how they problem solve or how they arrive to an answer through their thought process when they</p>

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			<p>respond to questions during the Student Debrief. The questions are included to help children express ideas, make connections, and use new vocabulary. For example, in Module 3, Lesson 2, pg. 23, students answer the questions, "How many rocks were in the creek at first? What did you need to help the explorer to cross the creek? How many rocks did you count altogether?"</p> <p>The Math Materials and activities promote children's development of perseverance and persistence in solving problems during each Lessons Application Problem and Concept Development. For example, in Module 4, Lesson 2, pg. 23, during the Application Problem, the materials needed are 5 items of tall and short objects. Children are shown 5 objects. Children sort the items into two groups then explain how they sort the objects. The teacher listened for the vocabulary children use, bigger and smaller, taller and shorter. This activity leads into the Concept Development. The materials needed are 1 chair, pen, marker, and paper with straight line drawn across the bottom. The teacher stands next to a child and the child determines who is taller. The teacher then allows the child to stand on top of the chair and children determine who is taller. Children use taller than and less than. The teacher then lines the pen and marker up. Children are encouraged to use the sentence frame "The__ is longer than the___." Children are encouraged to use new vocabulary with the sentence frame. In Part 2, which is the Practice, children pair up to compare themselves and objects using new vocabulary longer than, taller than, and shorter than.</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>Yes</p>	<p>Adequate explanatory materials are provided to teachers. Each module consists of the Teacher Edition which includes an Overview of the Module, a Distribution of Instructional Minutes Chart, Focus Grade Level Standards, an Overview of Lesson Topics and Lesson Objectives in chart</p>

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			<p>form, Fluency Topics and a list of new or recently introduced terminology, a list of suggested tools and representations to use for lessons, a Year-long Materials List and an Additional items list, Suggested Methods of Instructional Delivery, Scaffolds, a preparation guide for teaching the module, the three-step preparation process for teaching a lesson, Assessment Summary, the Family Math Newsletter, and the Mathematic Curriculum, which is a sequence of modules that are aligned with the CCSS. At the end of each lesson, templates are provided. A Mid-Module Assessment and End-of-Module Assessment are included along with a Progression Towards Mastery Rubric and Rubric Scoring Sheet. Teach Eureka provides an online video gallery that teachers can access at any time to help them with instructional delivery, quick links to resources found under the tab "My Resources" such as Math Teach Eureka, Eureka Basic Curriculum, and Teacher Resource Pack which includes A Story of Units (PK-5). For Professional Development, Great Minds provides sessions at 18 Great Minds Institutes across the country.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p>Yes</p>	<p>Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p>Each module provides for an interview style assessment and the Mid-Module and End-of-Module checkpoints. The children complete tasks demonstrating skills for each topic in a given domain. The tasks are recorded with the child's actions and verbal responses. The teacher uses the rubric to score each topic on a 1-4 scale. Module 1 End-of-Module Assessment Task pg. 237 expresses that the tool is to help teachers and children identify and celebrate what the child CAN do now and what they need to work on next. This is useful in providing individualized lesson plans to meet all learner's needs. The assessment includes a Class Record Sheet which consists of</p>

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			<p>rubric scores. An example of the assessment can be found in Module 3, pgs. 123-126. The curriculum details when to assess the children during each module. For example, in Module 3, pg. 9, under the subtitle Assessment Summary, it states to administer the Mid-Module Assessment Task after Topic D and the End-of-Module Task after Topic H.</p> <p>The Daily Lessons include a Student Debrief. Module 1 Lesson 14 pg. 96 is an opportunity for informal assessment. It is suggested that the teacher use this moment to record anecdotal notes or a simple checklist to note each child's progress towards meeting an objective.</p> <p>At the completion of each module there is a culminating task. This provides an opportunity for the teacher to assess the child's understanding of key concepts. Module 1 Lesson 37 pg. 231 includes the skill of sorting objects by usage and counting the objects in each group. This task is acceptable as a work sample, anecdotal note, and can be used in checklist form.</p>
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p>Yes</p>	<p>Methods to assess children's learning are embedded throughout activities within the daily schedule.</p> <p>Daily assessment opportunities are embedded in the Daily student debrief. Children are given the opportunity to use math terminology when discussing daily outcomes of lessons. In Module 5 Lesson 15 pg. 93, the intention is to invite reflection of math stories. Children share subtraction stories and drawings from Concept Development. Their peers can draw out the problem to solve the story themselves. It is suggested for the teacher to use this opportunity for anecdotal note taking and checklists. The lesson plans take into consideration that the teacher may want to include videotaping in order to use this moment as a portfolio sample. The</p>

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			<p>Center Connection invites children to develop their stories in the writing or art center. This method is helpful in transitioning children from learning centers to math time.</p> <p>The curriculum provides opportunities to bring math assessment throughout multiple time periods in the day. In Module 4 Lesson 5 pg. 36, children can represent length comparisons at times other than math time. There is a note on multiple means of representation. Children that may not transfer math concepts to new situations are encouraged to explore size comparisons of cafeteria tables. The teacher encourages comparison of cafeteria tables to classroom tables.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p>Yes</p>	<p>Materials are available in a variety of formats. In the Eureka Basic Curriculum Files there is a materials list that includes year-long materials needed to implement the Pre-K Curriculum. The list includes books, CD's, animal counters, clay, dice, money, crayons, white boards, song sheets etc. There is evidence of songs and chants throughout the curriculum. For example, in Module 1, Lesson 29, pg. 192. during the Fluency Practice the students sing The Ants Go Marching. Songs and chants are used during Fluency Practice and build upon each other over multiple lessons.</p> <p>Module 1 Lesson 15 pg. 111 includes the Number Cha-Cha to Five with 1-2-3-4-5 rhythm. Each lesson includes manipulatives, which are used in partnering experiences. Module 1 Lesson 20 pg. 141 uses the Fluency Problem called "Baggie Buddies." The children use natural objects such as leaves to quantify the numerals 1, 2, and 3.</p> <p>The curriculum includes the use of real-life materials to demonstrate Mathematic concepts. Module 4 Lesson 9 pg. 58 Concept Development</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Part 1 introduces the concept of large and small when making comparisons. Materials include a large grocery bag, small lunch bag, plastic food toys, basket, and large empty food storage containers. The lesson advances with the teacher using self-talk to fill a large shopping bag during a trip to the grocery. The teacher repeats the dramatization with filling small bags and comparing the two varying sized grocery bags. The children practice this activity independently in groups of three or four at the tables. The teacher is guided to prepare each table with various grocery items in the center, some big (e.g., empty milk gallon, egg carton) and some small (e.g., plastic apple, slice of cheese).</p> <p>Printed templates are provided in a variety of lessons allowing students independent practice of skills such as tally marks as evidenced in Module 3 Lesson 14 Problem Set pg. 92.</p>
	<p>FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p>Yes</p>	<p>Additional/ supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment, and learning.</p> <p>In the Eureka Basic Curriculum Files there is evidence of a list of additional items that teachers will need to implement the curriculum. The list includes books, CD's, animal counters, clay, dice, money, crayons, white boards, etc. The list also includes additional items such as apples, balloons, boxes, chopsticks, cotton balls, fish crackers, clothing, oranges, play food, etc.</p> <p>The curriculum uses a variety of materials in a real life setting to practice mathematical skills such as counting and classifying. Module 3 Lesson 20 Concept Development pg. 119-120 includes the suggested use of flowers when quantifying a numeral. The children "pretend" to be customers and retailers at the "Pollen Café." The children identify numerals and use flowers when representing the numeral.</p> <p>Module 2 Lesson 9 pg. 67 Student Debrief</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			includes a Center Connection to reinforce the idea of 3D shapes. The children are invited to bring a shape from their center and place it a container representing an individual 3D shape.
<p>7. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	<p>Yes</p>	<p>Appropriate suggestions and clear instructions are provided to support the varying needs of children. The curriculum acknowledges that children in a global community may not all come from similar backgrounds and they develop at different rates.</p> <p>Module 1, pg. 10, in the Module Overview contains the subtitle "Scaffolds". The Scaffolds integrated are intended to address the needs of ELL students, students with disabilities, and students performing above and below grade level. Throughout the lessons there are highlighted green text boxes (Notes on Multiple Means of Representation) that indicate how to differentiate instruction to meet the needs of learners. For example, Module 2, Lesson 2, pg. 28, in the highlighted box it directs teachers to highlight key vocabulary for English Language Learners. While children are describing the defining characteristics of each triangle, the teacher is to point to the sides and corners in order to give children a visual model of the new vocabulary.</p> <p>In Module 2, Lesson 5, pg.44, the highlighted box asks the teacher to provide a visual signal for the stop of the music so deaf and hard of hearing children can participate in the game.</p> <p>The curriculum supports learners with special needs and those that benefit from learning concepts through a variety of modalities. In Module 5 Lesson 1 pg. 18 Concept Development the curriculum suggests that children struggling with number formation would benefit from tracing numbers made from a variety of textures</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.</p>	<p>Yes</p>	<p>(e.g., puffy paint, sandpaper, string, and chalk) as they repeat the rhyme. This helps develop their motor memory for each number formation. By representing numerals using a tactile experience, children can experience the feel of how numerals are formed. This is a tool for those with poor fine motor planning as well.</p> <p>Schedule and time for activities appears to be flexible and would allow for adjustments according to children's needs/interest. In the Pre-K Pacing and Preparation Guide teachers are allowed to establish a process for outlining instructional sequences and customizing lessons to fit time constraints and children's needs. In Module 1, pg. 13, section B, teachers are directed to adjust the practice to reflect the customizations or to address scheduling constraints.</p> <p>In the Pre-K Pacing and Preparation guide, pg. 5, the curriculum details the three-step process to prepare a lesson; it indicates that at times teachers may need to make adjustments to fit their time constraints and unique needs of their children. On pg. 6 and 7, pre-pacing and preparation guide, step 3, details how to "hone the lesson." There is a chart that details how to customize the lesson based on the needs of students or scheduling.</p>
<p>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.</p>	<p>Yes</p>	<p>The curriculum provides a variety of activities to extend learning from the classroom into the home.</p> <p>Each module has a series of two printable Family Newsletters. The Newsletters are broken down for the start of the module and one for the Midpoint. Each topic is discussed in the newsletter.</p> <p>One example includes the Family Newsletter for Module 5 Topics A, B, and C pg. 10-11. The newsletter highlights the module's key standards,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a Looking Back tab tying the new skills to previously learned materials and a Looking Ahead tab to discuss what is next to come by the midpoint of the module.</p> <p>The newsletter includes tips including how to help at home, and key words and terms covered in the classroom. The spotlight on writing numerals assists the parent in ways to help their child when writing numerals and number formation chants.</p> <p>The Focus on Tools: The Writing Rectangle reinforces the proper way for children to form numerals when writing.</p> <p>Module 2 Lesson 12 pg. 77 Concept Development encourages children to share their classroom models with their families. The children are invited to make a model of a room from their home or a place in the community with their families to strengthen the home–school connection.</p>
<p>FINAL EVALUATION: <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.</p>			
<p>Compile the results of Sections I and II to make a final decision for the material under review</p>			
<p>I: Non-Negotiables</p>	<p>1. Content Within the Parameters of the Standards</p>	<p>Yes</p>	<p>The curriculum addresses all aspects of the Mathematics Domain of the Louisiana Birth to Five Early Learning and Development Standards</p>
	<p>2. Appropriateness of Curriculum Materials and Activities</p>	<p>Yes</p>	<p>Materials provided in the curriculum are developmentally appropriate to address intended skills. This curriculum supports both teacher-directed and student-initiated learning experiences.</p>
	<p>3. Complexity of Curriculum Materials and Activities</p>	<p>Yes</p>	<p>The materials and activities are presented in a logical and coherent progression of complexity over time for Math and knowledge of Math language and vocabulary.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Quality of Curriculum Materials and Activities	Yes	The curriculum supports children in understanding, representing, and quantifying numbers in a way that promotes conceptual understanding of mathematical content.
	5. Assessment	Yes	Assessments provide authentic child work samples, anecdotal notes, portfolio submissions, and module interview style assessments.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Yes	Materials are provided in various formats and additional/supplemental materials are provided to enhance student learning.
	7. Scaffolding and Support	Yes	Appropriate instruction and suggestions are provided to meet the varying needs of children.
	8. Activities/Materials Supporting Parental Participation	Yes	Activities, homework, and materials such as the Family Math Newsletter encourages and supports parental participation by extending learning from the classroom into the home.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.