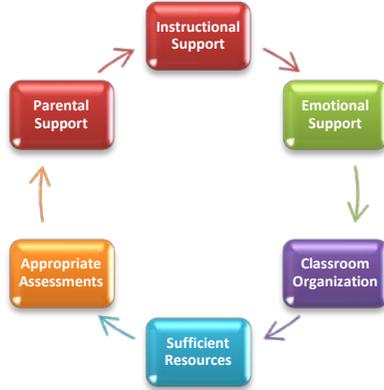


Infant to Three-Year-Old Resources and Curriculum Rubric

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 adults provide an environment and experiences that promote growth and learning. A high-quality early childhood program offers:



Title [Title] Age Levels: [Age levels]

Publisher [Publisher] Copyright [copyright]

Curriculum Type: Language/Literacy, Math, Integrated

Overall Rating [Choose one: Tier 1, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]

Tier I, Tier II, Tier III Elements of this Review:
Non-negotiable Criteria
1. Content Within Parameters of the Standards
2. Complexity and Appropriateness of Materials and Activities
Additional Indicators of Quality
3. Implementation Format of Materials and Activities
4. Assessment
5. Scaffolding and Support
6. Activities/Materials Supporting Parental Participation

To evaluate each set of submitted materials, begin by reviewing Column 2 of pages 2-8. If there is a “Yes” for all “**Required**” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “**Required**” indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for all “**Required**”: Non-negotiable criteria (pages 2-5) **AND** Additional Indicators of Quality (pages 7-8)

Tier 2 ratings receive a “Yes” in Column 1 for all “**Required**” Non-negotiable criteria (pages 2-5) but at least one “No” in Column 1 for the “**Required**” Additional Indicators of Quality (pages 6-8)

Tier 3 ratings receive a “No” in Column 1 for at least one of the “**Required**” Non-negotiable criteria.

Infant to Three-Year-Old Resources and Curriculum Rubric

Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
TIER 1 AND 2 NON-NEGOTIABLES			
<p>1. CONTENT WITHIN PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the <i>Birth to Five Early Learning and Development Standards</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED FOR ALL CURRICULUM TYPES:</p> <p>1a) Routines, transitions, and experiences are within the parameters of the <i>Louisiana Birth to Five Early Learning and Development Standards</i> (i.e. appropriate for the age level for which they are suggested)</p>		<ul style="list-style-type: none"> Familiarize yourself with the standards and age-level indicators for each age level being evaluated Evaluate routines, transitions and experiences to judge qualitatively whether the large majority of activities are consistent with the standards NOTE: An example of this Criterion would include whether activities consistently include verbal counting to 10 (for threes) and participating in simple counting activities such as counting fingers/toes (for younger children)
	<p>REQUIRED FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>1b) Routines, transitions and experiences devote a majority of the time to the development of oral language consistent with the <i>Louisiana Birth to Five Early Learning and Development Standards</i></p> <p>Oral language development examples: Read-aloud opportunities utilizing materials (books, songs, rhymes, etc.) within a topic (done multiple times); interactive conversations for discussing information introduced through routines, transitions and experiences; simple phonemic awareness introduced through series of rhymes, songs and interactive activities; pretend play activities that support children’s understanding of the meanings of words and building their vocabulary and knowledge about a topic or idea</p>		<ul style="list-style-type: none"> Familiarize yourself with the <i>Language and Literacy Development Subdomains</i> for each age level being evaluated Evaluate routines, transitions and experiences for consistent evidence of multiple opportunities to build oral language skills, listening comprehension and oral expression Evaluate routines, transitions and experiences (teacher and child materials) for consistent evidence for age-appropriate phonological awareness activities such as rhyming and manipulation of sounds NOTE: An example of this criteria would be materials containing series of finger plays or rhymes associated with a theme or topic

ROUTINES: A series of activities repeated throughout the daily and weekly schedules (e.g. greeting/ departure, mealtimes, self-help, nap/rest times, diapering/toileting); routines support children’s physical and social-emotional needs and help them build trust and secure attachment with adults and other children.

Infant to Three-Year-Old Resources and Curriculum Rubric

Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
TIER 1 AND 2 NON-NEGOTIABLES			
	<p>REQUIRED FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>1c) Routines, transitions and experiences integrate the teaching of supporting content with oral language and concept development</p> <p>Supporting content examples: Multiple opportunities to listen to stories, etc. with different characteristics to support comprehension; opportunities for expression of learning verbally and through pretend play; develop familiarity with writing implements to communicate through written representations</p>		<ul style="list-style-type: none"> • Familiarize yourself with the <i>Language and Literacy Development Subdomains</i> for each age level being evaluated • Evaluate routines, activities and experiences (teacher and child materials) that focus on supporting content • NOTE: Examples of this Criterion would be drawing pictures to demonstrate knowledge about a topic or a character learned through class read alouds; pretending to act out the story or portray characters they read about in a story
	<p>REQUIRED FOR INTEGRATED CURRICULA AND MATH CURRICULA:</p> <p>1d) Routines, transitions and experiences devote a majority of the time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <i>Louisiana Birth to Five Early Learning and Development Standards</i></p>		<ul style="list-style-type: none"> • Familiarize yourself with the <i>Cognitive Development and General Knowledge: Cognitive Math Subdomains</i> for each age level being evaluated • Evaluate routines, transitions and experiences (teacher and child materials) qualitatively for consistent evidence of opportunities to build children’s understanding of numbers and the ways they are represented • NOTE: Examples of this Criterion might include participation in counting thymes such as “One-two-three-four-five, I Caught a Fish Alive”; counting fingers and toes during diapering routines

Infant to Three-Year-Old Resources and Curriculum Rubric

Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
TIER 1 AND 2 NON-NEGOTIABLES			
	<p>REQUIRED FOR INTEGRATED CURRICULA AND MATH CURRICULA:</p> <p>1e) Routines, transitions and experiences integrate the teaching of supporting content to promote children’s understanding of mathematical concepts</p> <p>Supporting content examples: Opportunities for exploration of materials with a variety of patterns; activities for exploring attributes and relative properties of objects related to size, capacity and area; understanding shapes, their properties and how objects are related to one another in space</p>		<ul style="list-style-type: none"> • Familiarize yourself with the <i>Cognitive Development and General Knowledge: Cognitive Math Subdomains</i> for each age level being evaluated • Evaluate routines, transitions and experiences qualitatively for consistent evidence of opportunities to build children’s mathematical concepts in addition to focus on understanding numbers • NOTE: Examples of this Criterion would be playing a sorting game putting all large stuffed animals in a tub , small ones in a bag; putting objects over, under, next to them
	<p>REQUIRED FOR ALL CURRICULUM TYPES:</p> <p>1f) Routines, transitions and experiences allow opportunities for frequent and systematic practice of skills using interactive and hands-on approaches (i.e. does not support use of worksheets, etc.)</p> <p>Examples of interactive and hands-on approaches include but are not limited to games, activities, pretend play, etc.</p>		<ul style="list-style-type: none"> • Evaluate whether each routines, transitions and experiences allows multiple opportunities for engagement and interactions between children/teachers and children/peers • Evaluate qualitatively whether opportunities for hands-on and interactive practice of skills are evident across the large majority of activities
	<p>FOR ALL CURRICULUM TYPES:</p> <p>1g) Adequate, explanatory materials for adults are provided</p>		<ul style="list-style-type: none"> • Evaluate qualitatively whether the large majority of materials are written in a manner such that any teacher, regardless of experience and training, would be able to adequately implement activities • NOTE: An example of this Criterion may include recommendations for including how to set up opportunities for interactions

Infant to Three-Year-Old Resources and Curriculum Rubric

Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
TIER 1 AND 2 NON-NEGOTIABLES			
<p>2. COMPLEXITY AND APPROPRIATENESS OF MATERIALS AND ACTIVITIES: Materials and activities are appropriate for the age of the child and presented through a simple to complex progression</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED FOR ALL CURRICULUM TYPES: 2a) Materials and activities increase in complexity over time</p>		<ul style="list-style-type: none"> Familiarize yourself with the standards, age-level indicators, and strategies for development for each age level being evaluated Evaluate table of contents and teacher and child materials to determine whether the large majority of activities consistently progresses from the simple to the more complex
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities are culturally sensitive and appropriate</p>		<ul style="list-style-type: none"> Evaluate materials and activities for evidence of diversity (may include, but not be limited to culture, ethnicity, gender, and disability) and to determine if they are represented in positive and respectful ways NOTE: An example of this Criterion would be activities and materials that include information about celebrations and holidays showing pictures of children and adults from various cultures

Infant to Three-Year-Old Resources and Curriculum Rubric

Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
ADDITIONAL INDICATORS OF QUALITY			
<p>3. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED FOR ALL CURRICULUM TYPES: 3a) Routines, transitions and experiences are provided through a balance of teacher-directed and child-initiated experiences</p>		<ul style="list-style-type: none"> Evaluate table of contents and proposed schedules of activities to determine if there is consistent balance between teacher-directed opportunities and those where children make choices NOTE: An example of this Criterion might be a teacher led activity followed by an opportunity for children to choose from activities such as selecting a book or doing an art activity (depending on age) related to the topic
	<p>REQUIRED FOR ALL CURRICULUM TYPES: 3b) Routines, transitions and experiences are designed to be provided throughout the day including free play, outdoor time, meals/snacks, nap and diapering/toileting, greeting/departures, etc.</p>		<ul style="list-style-type: none"> Evaluate table of contents and proposed schedules of activities to determine if there is evidence of ideas and concepts being consistently introduced throughout the daily schedule
	<p>FOR ALL CURRICULUM TYPES: 3c) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to boost confidence, motivation and enjoyment</p>		<ul style="list-style-type: none"> Evaluate teacher and child materials and activities NOTE: An example of this Criterion might be a suggested follow-up activity such as a visit from a community helper
	<p>FOR ALL CURRICULUM TYPES: 3d) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.)</p>		<ul style="list-style-type: none"> Evaluate teacher and child materials NOTE: An example of this Criterion might be books on CD or puppets from stories

Infant to Three-Year-Old Resources and Curriculum Rubric

Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
ADDITIONAL INDICATORS OF QUALITY			
<p>4. ASSESSMENT</p> <p>Materials offer assessment opportunities that accurately measure progress through observable evidence</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED FOR ALL CURRICULUM TYPES:</p> <p>4a) Assessments consistent with the <i>Birth to Five Early Learning and Development Standards</i> are provided through a variety of unbiased, appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, work samples)</p>		<ul style="list-style-type: none"> Familiarize yourself with the standards and age-level indicators for each age level being evaluated Evaluate assessments to judge qualitatively whether they are consistent with the <i>Birth to Five Early Learning and Development Standards</i> the large majority of the time Evaluate whether there is a variety in the format of assessment practices
	<p>FOR ALL CURRICULUM TYPES:</p> <p>4b) Methods to assess children’s learning are embedded throughout routines, transitions and experiences</p>		<ul style="list-style-type: none"> Evaluate presence of assessment opportunities throughout the daily schedule
Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
ADDITIONAL INDICATORS OF QUALITY			
<p>5. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide children of all abilities with extensive opportunities and support to meet the standards</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED FOR ALL CURRICULUM TYPES:</p> <p>5a) Appropriate suggestions are outlined for supporting varying needs of children (e.g. for ELL, children with special needs, high-achieving children, etc.) and are integrated throughout routines, transitions and experiences</p> <p>Examples may include additional, alternate or modified activities or materials</p>		<ul style="list-style-type: none"> Evaluate teacher and child materials and activities NOTE: Examples of this Criterion would be recommended resources for children whose home language is not English; providing additional practice activities for children struggling to accomplish a specific skill; staging activities utilizing arm movements instead of leg movements for children who have limited use of their legs <p>NOTE: To receive a rating of “Yes”, this indicator does not need to include all examples</p>

Infant to Three-Year-Old Resources and Curriculum Rubric

Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
ADDITIONAL INDICATORS OF QUALITY			
	FOR ALL CURRICULUM TYPES: 5b) Suggested schedule or time for activities is flexible and allows for adjustments according to children’s needs/interests		<ul style="list-style-type: none"> Familiarize yourself with the standards and age-level indicators for each age level Evaluate recommended schedules NOTE: An example of this Criterion might include recommendations for shortening/lengthening activities or changing them based on children’s level of engagement/participation
Criteria (Column 1)	Indicators of Superior Quality (Column 2)	Meets Metrics Y/N	Justification/Comments with Examples
ADDITIONAL INDICATORS OF QUALITY			
6. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION Materials/activities supporting parental participation to support children’s learning <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED FOR ALL CURRICULUM TYPES: 6a) Provides a variety of activities to extend learning from the classroom into the home		<ul style="list-style-type: none"> Evaluate teacher and parent materials and activities NOTE: An example of this Criterion might include resources suggesting what families could do to support what is being learned at school (e.g. activity packs, parent letters, calendars, etc.)
	FOR ALL CURRICULUM TYPES: 6b) Includes methods to provide updates on children’s progress		<ul style="list-style-type: none"> Evaluate teacher and parent materials NOTE: An example of this Criterion would include examples or suggestions for creating resources such as monthly child-progress letters

Infant to Three-Year-Old Resources and Curriculum Rubric

FINAL EVALUATION:			
<p>Tier 1 ratings receive a “Yes” in Column 1 for all “Required” Non-negotiable criteria and Additional Indicators of Quality Tier 2 ratings receive a “Yes” in Column 1 for all Non-negotiable criteria but at least one “No” in Column 1 for Additional Indicators of Quality Tier 3 ratings receive a “No” in Column 1 for at least one of the Non-negotiable criteria.</p>			
Compile the results of Sections I and II to make a final decision for the material under review			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiables	1. Content Within the Parameters of the Standards		
	2. Complexity and Appropriateness of Materials and Activities		
II: Additional Indicators of Quality	3. Implementation Format of Materials and Activities		
	4. Assessment		
	5. Scaffolding and Support		
	6. Activities/Materials Supporting Parental Participation		
FINAL DECISION FOR THIS MATERIAL; [Choose one: Tier I Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]			