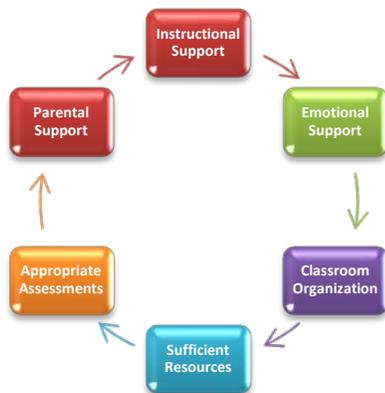


Three-and Four-Year-Old Resources and Curriculum Rubric

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 2-9. 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 2-6) **AND** Additional Indicators of Quality (pages 7-9)

Tier 2 ratings receive a “Yes” in Column 1 for all “**Required**” Non-negotiable criteria (pages 2-6) but at least one “No” in Column 1 for the “**Required**” Additional Indicators of Quality (pages 7-9)

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

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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) Materials and activities 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 units/themes/lessons 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 20 (for fours); or whether children are answering questions about texts read aloud (for threes) or asking questions about print read aloud (for fours)
	<p>REQUIRED FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>1b) Materials and activities devote a majority of the time to the development of oral language and concept development 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 questions addressing the content knowledge provided through materials/activities; phonemic awareness introduced through series of games and interactive activities; riddles, word play, games, easy puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic</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 units/themes/lessons (teacher and child materials) for consistent evidence of multiple opportunities to build oral language skills through listening comprehension and oral expression Evaluate units/themes/lessons (teacher and child materials) for consistent evidence for age-appropriate phonological awareness activities such as rhyming sounds/words, segmenting/blending, etc. NOTE: An example of this criteria would be materials containing series of finger plays or rhymes associated with a theme or topic

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	<p>Concept development examples: Making connections between topics explored in materials and real world experiences; applying knowledge gained through a series of materials/activities on a similar topic (i.e. weather, plants, friendship, etc.) to make decisions or solve problems when engaging in class activities or play; classifying/comparing information or elements about a topic learned across a series of activities and materials</p>		<ul style="list-style-type: none">• Evaluate units/themes/lessons (teacher and child materials) for consistent evidence of opportunities for analysis and reasoning, problem solving, creating/brainstorming, etc.• NOTE: Examples of this Criterion would be to practice using new vocabulary to brainstorm ideas about what clothes they would need for a cold-weather outing or participate in rhymes about winter; participating in discussions after analyzing the difference between clothes worn on rainy days and those worn on sunny days
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Three-and Four-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) Materials and activities integrate the teaching of supporting content with oral language and concept development</p> <p>Supporting content examples: Highlighting characteristics of books; multiple opportunities to listen to stories, etc. to support comprehension; outlining the organization and basic features of print; opportunities for expression of learning (e.g. oral, written)</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 units/themes/lessons (teacher and child materials) that focus on supporting content • NOTE: Examples of this Criterion would be drawing pictures for a class book to demonstrate knowledge about a topic learned through class read alouds; creating a class story through dictation about the day a character in a story came to class providing specific details about that character
	<p>REQUIRED FOR INTEGRATED CURRICULA AND MATH CURRICULA:</p> <p>1d) Materials and activities 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 units/themes/lessons (teacher and child materials) qualitatively for consistent evidence of opportunities to build children’s understanding of numbers and the ways they are represented • NOTE: An example of this Criterion might include having children count the number of boys and girls in the class and then find a number card that represents each

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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) Materials and activities integrate the teaching of supporting content to promote children’s understanding of mathematical concepts</p> <p>Supporting content examples: Understanding basic patterns, concepts and operations; using attributes and relative properties of objects as 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 units/themes/lessons (teacher and child materials) 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 stringing beads using an AB pattern picture and sorting teddy bear counters by size
	<p>REQUIRED FOR ALL CURRICULUM TYPES:</p> <p>1f) Materials and activities 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, dramatic play, riddles, puzzles, role play, etc.</p>		<ul style="list-style-type: none"> • Evaluate whether each unit/theme/lesson 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 schedule and conduct activities, stage the environment, differentiate instruction, etc.

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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 from various cultures

Three-and Four-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) Materials and activities 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 creating a book ,art project, or puppet play related to that topic
	<p>REQUIRED FOR ALL CURRICULUM TYPES: 3b) 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>		<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 (e.g. whole group, small groups, centers/activity areas)
	<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 field trip or 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 Smart Board related to the unit/theme/topic

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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 of format of assessment practices
	<p>FOR ALL CURRICULUM TYPES:</p> <p>4b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule</p>		<ul style="list-style-type: none"> Evaluate presence of assessment opportunities across multiple activity types/settings
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 all materials and activities</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; directions for 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>

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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
6. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION Activities/materials 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

Three-and Four-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]			