

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: **The World at their Fingertips for Preschool**

Age Levels: **Three and Four**

Publisher: **Bright Horizons Children's Centers, LLC**

Copyright: **2016**

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

Overall Rating: **Tier III, Not representing 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)

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			
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards . <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FOR ALL INTEGRATED CURRICULA: 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): <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. 	No	<p>There are references to best practices, materials, and objectives aligned to the Louisiana Birth to Five Early Learning and Development Standards, but the curriculum does not provide substantial explicit activities aligned to the standards that would enable children to meet them.</p> <p>Although there are occasional examples of activities that meet this indicator (see below), the majority of the curriculum provides general or limited information:</p> <p>Physical Development is covered In Movement Matters: Locomotion Activities.</p> <p>The Language Works component outlines opportunities and experiences in listening, speaking, reading, and writing. Reading and writing opportunities are built into all the learning centers.</p> <p>The Math Counts element addresses spatial relationships, time, classification, patterning, ordering, numeration, comparison, fractions, shapes and measurement.</p> <p>Well Aware component supports health, fitness, and wellness through fine and gross motor activities, nutrition, and health and safety objectives.</p> <p>The Movement Matters program provides daily structured (20-30 minutes) and unstructured (60 minutes) movement activities. For example, Caring Matters provides support for social and emotional growth and development.</p> <p>The Art Smart element guides teachers to focus on process over product allowing for creative thinking and individual expression.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 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).	No	<p>There are references to best practices for providing teacher directed and child initiated experiences, but the curriculum does not provide substantial explicit activities to support meeting this indicator.</p> <p>Although there are occasional references regarding children's experiences (see below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>Teachers are given instructions(page 78) for The Choice System. The choice board is one example of a visible choice which provides a pictorial representation of activities available in the classroom.</p>
	FOR ALL CURRICULUM TYPES: 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.	No	<p>There are references to best practices for practice of skills using interactive and hands-on approaches, but the curriculum does not provide substantial explicit activities to support meeting this indicator.</p> <p>Although there are occasional references to opportunities for practice of skills with interactive and hands on approaches,(see below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>There is guidance on setting up an environment where children interact with a wide variety of music, as well as create and enjoy it. The Science Rocks Starter lesson Same and Different outlines activities that provide interactive experiences.</p>
	FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.	No	<p>There are references to best practices for activities and materials designed to promoting cultural sensitivity. But, the curriculum does not provide substantial explicit activities or supporting guidance that would support meeting this indicator.</p> <p>Although there are occasional examples of culturally sensitive activities and materials (see</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>The Our World component includes a variety of people sets covering all forms of diversity, including race/ethnicity and various abilities in a sensitive way.</p> <p>Representation of pictures of diverse people in constructing buildings and structures, especially those which challenge stereotypes: examples: women building houses; or a person in a wheelchair supervising a construction project.</p>
	<p>FOR ALL CURRICULUM TYPES:</p> <p>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>	No	<p>There are references to best practices for materials and activities being incorporated through a variety of settings, but the curriculum does not provide substantial explicit activities that would support meeting this indicator.</p> <p>Although there are occasional examples of setting variety (see below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>The Well Aware component (page 42-44), individual, small group and large group activities and projects are defined for motor and fitness, nutrition and health and safety.</p> <p>Projections (page 22-24) offer multiple settings at different stages of the project process. For example, whole group brainstorming to create KWL and webs and small group investigations, as well as time devoted to individual discovery.</p> <p>Projections (page 8), group size for in-depth projects can be individual, small group or whole group.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.	No	<p>There are references to best practices for materials and activities appropriate for the domains they are intended to address, but the curriculum does not provide substantial explicit activities to support meeting this indicator.</p> <p>Although there are occasional examples (see below), of the connection between materials and activities appropriate for the domain addressed, the majority of the curriculum provides only general or limited information regarding them:</p> <p>ArtSmart (page 35) children use books of the works of famous photographers, displays of photos taken by children, family or homebase photo albums, books about photographers, cameras, photo albums, xrays, old negatives, matching or sequencing photographs games, and stapler, glue, pens and paper to make books.</p> <p>In the music center children use a listening station with headphones, tape player/CD player and tapes or CDs, rhythm instruments, pictures of composers, popular musicians, conductor's batons, multicultural instruments, drums, books of music, children's books about music and composers, staff paper for writing music.</p>
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 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).	No	<p>While the curriculum emphasizes active learning, the few activities that are provided make it difficult to determine whether the complexity of those activities increases over time in such a way that children would be able to meet learning standards.</p> <p>There are occasional examples of increasing complexity of materials and activities (see below), however these examples are general or limited:</p> <p>Language Works outlines how reading skills build from children enjoying being read to attempting to read their own writing and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>demonstrate that written words hold meaning.</p> <p>Science scope and sequence plan</p> <p>Guidance and suggested activities for younger children through kindergarten.</p>
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA: 4a) Language and literacy development is emphasized through resources and activities that support the following: <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 understanding <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; scribe 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>	No	<p>There are references to best practices, materials, and resources that supports children's language and literacy development, but the curriculum does not provide substantial explicit activities or materials that support meeting this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Phonemic awareness activities promoted through reading aloud, songs, poems, chants, and finger plays.</p> <p>Language/literacy skills include interest in reading alone and seeking out books on one's own, differentiating between fiction and non-fiction, discussing a book's cover and illustrations, retelling a favorite story in the correct sequence.</p> <p>The curriculum indicates the importance of repetition of read alouds but does not provide sufficient continuous coverage of a text to support children's comprehension. The Growing Reader resources only provide Storytelling Tips (e.g. Setting the Tone, Discussing the Cover, etc.) as well as follow-up activities and questions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: 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 .	No	<p>There are references to best practices, materials, and resources that supports children's mathematical development, but the curriculum does not provide substantial activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>A variety of mathematical opportunities promoted daily in small group, large group, one-on-one, and alone and opportunities to interact with a variety of media that encourage mathematical understanding.</p> <p>Math development is described as being supported through learning centers, projects, and concrete experiences that address classification, numeration, one to one correspondence, comparison, and fractions (MC, page 9).</p>
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality: <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 	No	<p>There are references to best practices, materials, and resources that supports children's mathematical development, but the curriculum does not provide substantial explicit activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Learning centers are encouraged to support development of mathematical concepts, and a continuum for understanding and performing math skills is provided in Math Counts (Pages 10 and 23-29).</p> <p>The lessons provided did not provide evidence to support the promotion of children's acquisition and use of the language and vocabulary of math.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.	No	<p>The curriculum provides a variety of generalized teaching strategies to develop a teacher's understanding of the framework for learning. However, the generalized plans and limited explicit activities make it difficult to determine if a teacher would understand and be able to deliver the daily content to be covered.</p> <p>Ideas for Growing Readers, contains a small set of explicit details (storytelling tips) for implementing each lesson as well as activities to extend understanding and learning.</p>
5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.	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).	No	<p>There are references to best practices for assessment, but the curriculum does not provide substantial descriptions of activities or materials that would enable children to meet the standards, and therefore would not support meeting this indicator.</p> <p>The major tools used for assessment are described in the World Planning Cycle and the use of Teaching Strategies GOLD. As such, assessment would be based on observations, documentation, children's work, reflections of the teacher as well child and parent input</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.	No	<p>There are references to best practices for assessment, but the curriculum does not provide substantial information on how and when assessment information is gathered and used, therefore, this indicator cannot be met.</p> <p>There are occasional examples of assessment activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Assessment is described as being embedded in whole, small group and center times. An example in Language Works, in the Preschool: A Quick Assessment of Language Interactions (page 70) and Math Counts (page 32-33)suggests labeling, sticky notes, recording, scheduled observations</p>

☐ Yes
 ☒ No

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and children's reflections.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION: 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.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	The domains for Louisiana Birth to Five Early Learning and Development Standards are not comprehensively covered.
	2. Appropriateness of Curriculum Materials and Activities	No	While general references to materials and activities are provided, the curriculum does not provide sufficient explicit examples and information in order to meet this indicator.
	3. Complexity of Curriculum Materials and Activities	No	With the information and components provided, it is not possible to determine the progression of complexity over time.
	4. Quality of Curriculum Materials and Activities	No	While basic concepts are described as being built into the curriculum, it does not provide sufficient explicit examples and information to meet this indicator.
	5. Assessment	No	There are only references to best assessment practices and the utilization of Teaching Strategies GOLD rather than examples of explicit assessment of skills.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Appendix I.

Publisher Response

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: **The World at their Fingertips for Preschool**

Age Levels: **Three and Four**

Publisher: **Bright Horizons Children's Centers, LLC**

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

Overall Rating: **Tier III, Not representing 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)

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.

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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	PUBLISHER RESPONSE
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 type="checkbox"/> Yes <input checked="" 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>No</p>	<p>There are references to best practices, materials, and objectives aligned to the Louisiana Birth to Five Early Learning and Development Standards, but the curriculum does not provide substantial explicit activities aligned to the standards that would enable children to meet them.</p> <p>Although there are occasional examples of activities that meet this indicator (see below), the majority of the curriculum provides general or limited information:</p> <p>Physical Development is covered In Movement Matters: Locomotion Activities.</p> <p>The Language Works component outlines opportunities and experiences in listening, speaking, reading, and writing. Reading and writing opportunities are built into all the learning centers.</p> <p>The Math Counts element addresses spatial relationships, time, classification, patterning, ordering, numeration, comparison, fractions, shapes and measurement.</p> <p>Well Aware component supports health, fitness, and wellness through fine and gross motor activities, nutrition, and health and safety objectives.</p> <p>The Movement Matters program provides daily structured (20-30 minutes) and unstructured (60 minutes) movement activities. For example, Caring Matters provides support for social and emotional growth and development.</p> <p>The Art Smart element guides teachers to focus on process over product allowing for creative thinking and individual expression.</p>	<p>World incorporates an emphasis on appropriate child-centered environments with ample opportunities for child choice throughout the day. Teachers understand that play and exploration are children’s work. The environment is seen as “the third teacher” meaning that a well set-up classroom helps guide children to appropriate learning activities.</p> <p>Differentiated instruction is practiced through individualization of the program to meet the specific and separate needs of each child. World is an emergent curriculum. This means that teachers plan activities and projects based on the specific group of children they are working with, taking into account their skills, needs, and interests and the teacher’s knowledge of child development. In practice, two side-by-side preschool classrooms would not be carrying out the same activities and projects because the children in each classroom are different and hence what is planned and carried out in each is different</p> <p>Each teacher uses our curriculum to personalize the experiences and activities offered in their classrooms to meet the diverse learning needs of each student in each of the listed domains.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 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).	No	<p>There are references to best practices for providing teacher directed and child initiated experiences, but the curriculum does not provide substantial explicit activities to support meeting this indicator.</p> <p>Although there are occasional references regarding children's experiences (see below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>Teachers are given instructions(page 78) for The Choice System. The choice board is one example of a visible choice which provides a pictorial representation of activities available in the classroom.</p>	<ul style="list-style-type: none"> Curriculum emerges from observations of the specific group of children and their interests, skills, and understandings. Planned activities, projects, and adaptations to the learning centers and stations are offered, as well as guided interactions between teachers and children. Adult-guided and child-guided intentional activities and projects are part of each child's daily experience. Each child's unique developmental level is taken into account when forming expectations regarding how he/she learns and behaves. Opportunities are provided daily for individual, small and larger group activities
	FOR ALL CURRICULUM TYPES: 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.	No	<p>There are references to best practices for practice of skills using interactive and hands-on approaches, but the curriculum does not provide substantial explicit activities to support meeting this indicator.</p> <p>Although there are occasional references to opportunities for practice of skills with interactive and hands on approaches,(see below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>There is guidance on setting up an environment where children interact with a wide variety of music, as well as create and enjoy it. The Science Rocks Starter lesson Same and Different outlines activities that provide interactive experiences.</p>	<p>Our curriculum provides lists divided by age group of hands-on materials that teachers can select from and use in their classrooms. There are recommendations for materials in all domains.</p>
	FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.	No	<p>There are references to best practices for activities and materials designed to promoting cultural sensitivity. But, the curriculum does not provide substantial explicit activities or supporting guidance that would support meeting this indicator.</p> <p>Although there are occasional examples of culturally sensitive activities and materials (see</p>	<p>Our Toward a Better World curriculum provides a theoretical explanation of best practices that align with the standards. The curriculum reviews what are appropriate teacher interactions, classroom materials and activities to implement in the classroom. This is also infused across our whole curriculum.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>The Our World component includes a variety of people sets covering all forms of diversity, including race/ethnicity and various abilities in a sensitive way.</p> <p>Representation of pictures of diverse people in constructing buildings and structures, especially those which challenge stereotypes: examples: women building houses; or a person in a wheelchair supervising a construction project.</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.	No	<p>There are references to best practices for materials and activities being incorporated through a variety of settings, but the curriculum does not provide substantial explicit activities that would support meeting this indicator.</p> <p>Although there are occasional examples of setting variety (see below), the majority of the curriculum provides only general or limited information regarding them:</p> <p>The Well Aware component (page 42-44), individual, small group and large group activities and projects are defined for motor and fitness, nutrition and health and safety.</p> <p>Projections (page 22-24) offer multiple settings at different stages of the project process. For example, whole group brainstorming to create KWL and webs and small group investigations, as well as time devoted to individual discovery.</p> <p>Projections (page 8), group size for in-depth projects can be individual, small group or whole group.</p>	<p>Our classroom schedules are flexible to meet the diverse needs of schools and students but include small group, whole group, center learning and individualized instruction.</p> <p>Each curriculum component provides lists of activities in each of these settings, and others, such as outdoor learning.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.	No	<p>There are references to best practices for materials and activities appropriate for the domains they are intended to address, but the curriculum does not provide substantial explicit activities to support meeting this indicator.</p> <p>Although there are occasional examples (see below), of the connection between materials and activities appropriate for the domain addressed, the majority of the curriculum provides only general or limited information regarding them:</p> <p>ArtSmart (page 35) children use books of the works of famous photographers, displays of photos taken by children, family or homebase photo albums, books about photographers, cameras, photo albums, xrays, old negatives, matching or sequencing photographs games, and stapler, glue, pens and paper to make books.</p> <p>In the music center children use a listening station with headphones, tape player/CD player and tapes or CDs, rhythm instruments, pictures of composers, popular musicians, conductor's batons, multicultural instruments, drums, books of music, children's books about music and composers, staff paper for writing music.</p>	Teachers use the listed materials and experiences from each curriculum component in classrooms. Through child observation, they know what materials and experiences to offer for emerging skills.
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 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).	No	<p>While the curriculum emphasizes active learning, the few activities that are provided make it difficult to determine whether the complexity of those activities increases over time in such a way that children would be able to meet learning standards.</p> <p>There are occasional examples of increasing complexity of materials and activities (see below), however these examples are general or limited:</p> <p>Language Works outlines how reading skills build from children enjoying being read to attempting to read their own writing and</p>	<p>All of our materials and experiences are meant to be scaffolded over time to meet the diverse needs of children in each classroom. Teachers make careful observation to adjust for each child. Our scope & sequence ensures that there is progression in content area.</p> <p>Teachers recognize for each child what Vygotsky calls the Zone of Proximal Development: the hypothetical, dynamic region where development takes place. It is the distance between what a child can accomplish during independent problem solving and what he or she can accomplish with the help of an adult or more competent member of the culture</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>demonstrate that written words hold meaning.</p> <p>Science scope and sequence plan</p> <p>Guidance and suggested activities for younger children through kindergarten.</p>	
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" 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 understanding <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; scribe 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>	No	<p>There are references to best practices, materials, and resources that supports children's language and literacy development, but the curriculum does not provide substantial explicit activities or materials that support meeting this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Phonemic awareness activities promoted through reading aloud, songs, poems, chants, and finger plays.</p> <p>Language/literacy skills include interest in reading alone and seeking out books on one’s own, differentiating between fiction and non-fiction, discussing a book’s cover and illustrations, retelling a favorite story in the correct sequence.</p> <p>The curriculum indicates the importance of repetition of read alouds but does not provide sufficient continuous coverage of a text to support children's comprehension. The Growing Reader resources only provide Storytelling Tips (e.g. Setting the Tone, Discussing the Cover, etc.) as well as follow-up activities and questions.</p>	Each curricular component lists activities and experiences to offer to children. We want to offer our teachers a balance of autonomy and activity ideas to implement. The scope & sequence ensures all content areas are covered.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<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>	No	<p>There are references to best practices, materials, and resources that supports children's mathematical development, but the curriculum does not provide substantial activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>A variety of mathematical opportunities promoted daily in small group, large group, one-on-one, and alone and opportunities to interact with a variety of media that encourage mathematical understanding.</p> <p>Math development is described as being supported through learning centers, projects, and concrete experiences that address classification, numeration, one to one correspondence, comparison, and fractions (MC, page 9).</p>	Each curricular component lists activities and experiences to offer to children. We want to offer our teachers a balance of autonomy and activity ideas to implement. The scope & sequence ensures all content areas are covered.
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</p> <p>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 	No	<p>There are references to best practices, materials, and resources that supports children's mathematical development, but the curriculum does not provide substantial explicit activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Learning centers are encouraged to support development of mathematical concepts, and a continuum for understanding and performing math skills is provided in Math Counts (Pages 10 and 23-29).</p> <p>The lessons provided did not provide evidence to support the promotion of children's acquisition and use of the language and vocabulary of math.</p>	Our curriculum is integrated and the projects that are planned allow for language learning in math, and math learning imbedded in language activities. Our LW materials offer activities to increase math vocabulary and our MC activities show how to include language concepts in math experiences.

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	FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.	No	<p>The curriculum provides a variety of generalized teaching strategies to develop a teacher's understanding of the framework for learning. However, the generalized plans and limited explicit activities make it difficult to determine if a teacher would understand and be able to deliver the daily content to be covered.</p> <p>Ideas for Growing Readers, contains a small set of explicit details (storytelling tips) for implementing each lesson as well as activities to extend understanding and learning.</p>	Teachers undergo a thorough orientation program to learn our curriculum. Teachers are given autonomy to use BHFS planning forms to plan explicit experiences in accordance with the skills, interests and development of the children in their groups. The Guide to Planning instructs teachers on how to plan with BHFS curriculum materials.
5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.	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).	No	<p>There are references to best practices for assessment, but the curriculum does not provide substantial descriptions of activities or materials that would enable children to meet the standards, and therefore would not support meeting this indicator.</p> <p>The major tools used for assessment are described in the World Planning Cycle and the use of Teaching Strategies GOLD. As such, assessment would be based on observations, documentation, children's work, reflections of the teacher as well child and parent input</p>	BHFS contracts with Teaching Strategies Gold to use the TSG system for assessment. Teachers collect anecdotal support in accordance with TSG ODLs. Teachers plan classroom experiences in accordance with observations of children and their individual developing skills.
	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.	No	<p>There are references to best practices for assessment, but the curriculum does not provide substantial information on how and when assessment information is gathered and used, therefore, this indicator cannot be met.</p> <p>There are occasional examples of assessment activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Assessment is described as being embedded in whole, small group and center times. An example in Language Works, in the Preschool: A Quick Assessment of Language Interactions (page 70) and Math Counts (page 32-33)suggests labeling, sticky notes, recording, scheduled observations</p>	Teachers collect a minimum of 2 observations per week in accordance with the TSG Objectives and Dimensions. The information is reviewed at quarterly checkpoints to track children's development and shared with parents, and parent-teacher conferences are conducted twice annually, or more often, if requested.

☐ Yes
 ☒ No

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and children's reflections.	
SECTION II: ADDITIONAL INDICATORS OF QUALITY				
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION: 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.				

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Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.				
Compile the results of Sections I and II to make a final decision for the material under review				
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	The domains for Louisiana Birth to Five Early Learning and Development Standards are not comprehensively covered.	
	2. Appropriateness of Curriculum Materials and Activities	No	While general references to materials and activities are provided, the curriculum does not provide sufficient explicit examples and information in order to meet this indicator.	
	3. Complexity of Curriculum Materials and Activities	No	With the information and components provided, it is not possible to determine the progression of complexity over time.	
	4. Quality of Curriculum Materials and Activities	No	While basic concepts are described as being built into the curriculum, it does not provide sufficient explicit examples and information to meet this indicator.	
	5. Assessment	No	There are only references to best assessment practices and the utilization of Teaching Strategies GOLD rather than examples of explicit assessment of skills.	
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

Appendix II.

Public Comments

There were no public comments submitted.