

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: **Links to Early Learning**

Age Levels: **Three and Four**

Publisher: **Episcopal Children's Services**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **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.

<sup>1</sup> **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
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> A large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>○ Approaches to Learning,</li> <li>○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>○ Language and Literacy Development,</li> <li>○ Physical Well-being and Motor Development, and</li> <li>○ Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>A large majority of activities and materials meet the components of Louisiana's birth to five early learning and development standards.</p> <p>Approaches to Learning: AL 4 is through open-ended questions that support creative thinking and problem solving shown in blue labels located in the margins of lessons</p> <p>Cognitive Development Creative Thinking and Expression: CC 1: Children express themselves through music in Dig, Dig a Hole, Link 3; CC2 Children create a forest by crumpling paper in the dramatic play area to make a forest - Fabulous Forest Link 2;</p> <p>Cognitive Development Social Studies: CSS5 Children set up system for taking responsibility for caring for a class pet - Link 3; CSS2 children learn steps to Pledge of Allegiance and recognize similarities and differences in people, families and social roles and jobs</p> <p>Physical Well-being and Motor Development: PM4: Link 1, theme 1 students participate in basic safety and health routines and 1A.3. In Link 2, Healthy Eating activity; PM1 Children participate in water play activities; in Link 1-Trees and Leaves children participate in leaf raking activities and in Link 3 students set up mini-golf course using tin cans; PM2-Link 3-Perfect Pets-children develop fine motor skills by rolling dough pieces into pretend pet food.</p> <p>Cognitive Development Math: CM1 Children count cows in the pasture (up to 10) in Fun on the Farm-Animal Addition Link 2; Children participate in Way Up High in Apple tree rhyme and identify numerals 1-10 based on apples in the tree; CM3 Children catch paper fish from a plastic</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>pool or box and put fish in order smallest to largest - Water Everywhere Link 3</p> <p>Cognitive Development Science: CC3 is addressed as students explore characteristics of living things through class pet activities (caring for and adding new animals such as a lizard); Link 3, Step into Spring, the Seed to Plant lesson, the song Dig, Dig, Dig a Hole is introduced with body movements to reinforce the concept of the growth process of seed to plant; CS4 the teacher adds props that pertain to weather such as rain boots, hats, umbrellas, etc. in Link 2.</p> <p>Social Emotional: SE 3 In Link 3, Step into Spring, students tend to tasks for a brief period and seek help when needed.; SE 1 children play word listening game and line up to a specific word in Link 3 Water Everywhere</p> <p>Language Literacy: LL1 and LL2: Children are introduced to varieties of unique words through Word Wall; e.g. 'scales in Water, Water Everywhere prompted by discussions about what animals have scales and why- Link 3; LL5 letter Links introduces new letters associated with the theme/topic; during Gather and Focus activities, children look at pictures that begin with the letter focus and are asked to name the item or picture; in Teaching With a Purpose activities, teachers describe the letter of the week/day, show how it is written and how it sounds and look at associated pictures/objects beginning with that letter sound</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>2a)</b> 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><b>Yes</b></p>	<p>There is a balance of teacher-directed and child-initiated experiences in all three Links. In Link 1 - Trees and Leaves, students transition to centers, choosing their own center as the teacher asks them to point to the word fall on the word wall and tell something they enjoy about fall. Daily activities of circle time, teaching with a purpose and learning through music activities are teacher-directed. Student child initiated experiences are</p>

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			<p>balanced with, transitioning to learning centers for exploration and play. There is a sample full day preschool daily schedule featuring morning/afternoon circle, choice time in learning centers and rotated groups, music and movement, story time, and outdoor play. For example, in Link 3, in the Spring unit page 26 Transitioning to Learning Centers, children choose their centers, allowing each child to use a marker to make an upper and lower case "Gg" on a chart as they choose the center. In the lesson Butterfly Symmetry, page 67, activities and materials are available indoors and outdoors that provide opportunities to extend learning of daily concepts and make connections.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> 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><b>No</b></p>	<p>Materials are interactive and hands-on providing some opportunity for practice of skills, for example, in Link 1, the theme Apples and Pumpkins, students explore apples using their 5 senses, make apple prints and investigate the seeds inside of apples, as well as using a balance scale to explore the differences between apples and pine cones comparing heaviest and lightest. However, the practice of skills does not represent a consistent pattern that would support children's learning of critical skills. Skills are introduced on one day and often there is little or no practice for these skills in subsequent days. For example in Building-Healthy Habits/Healthy Eating, objectives covered include patterns and seriation, vocabulary, creative arts, health and wellness, science and gross\ fine motor. In the following lesson "Hh" is for Healthy, objectives covered include fine motor, planning and reflection, emergent reading, emergent writing, persistence and health and wellness; on the following day, objectives include geometry, science, number sense, vocabulary, measurement, and creative arts.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are included that are culturally sensitive.</p>	<p><b>Yes</b></p>	<p>Materials and activities provided are culturally sensitive. In Link 1, the Family and Friends theme, different ethnic groups are shown. The use of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>word wall in the holiday unit shows different cultures and the way they celebrate. Link 1, introduces students to Mexico and explores foods and also includes a recipe. Link 1, in the Friends and Family theme suggests books for different family types. In Link 1, the All About Me theme, several lessons integrate information from differing countries. In the My Birthday lesson, page 99, birthday celebrations in Mexico and Russia are compared to typical birthday celebrations in the U.S.A. In Link 1, the Friends and Family unit, Bean Bag House lesson, page 15, people from different races, ages and genders are added to the blocks center. In Link 3, Going on a Safari theme, students recognize similarities and differences in people, families, social roles and jobs. V.H.1</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2d)</b> 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><b>Yes</b></p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole/small groups, centers/activities and interest areas and provide for individualized attention. In Link 3, the unit Going on a Safari, students are given individualization and provided additional support through tracing letter Rr with colored markers or highlighters. Within the sample daily schedule provided in the Teacher Handbook, page 102, blocks for whole group, learning centers and rotating small groups are indicated. Two outdoor play periods of 30 minutes each are incorporated into the daily schedule. Suggestions for activities and materials for outdoor play are stated in the Learning Center Connections component of some unit lessons to extend learning of daily concepts and objectives. For example, in the All About Me unit, My Birthday lesson, page 99, following a discussion of birthday celebrations of different cultures, a piñata activity is provided outdoors. In the Weather Watch unit, Blow Wind Blow lesson, page 36, during outdoor play children are given pinwheels to stick in the ground and observe the wind. Strategies for individualized instruction are</p>

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	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2e)</b> Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p><b>Yes</b></p>	<p>provided for each lesson. In Learning Centers Connections page 28 activities are provided in free choice areas to explore with letter Gg: Outdoors-playing golf, Science -garden or grocery store, Technology - explore virtual guitar and Music - pretend play with plastic guitars and recorded guitar music.</p> <p>Materials and activities are appropriate for the domains and skills they are intended to address. In the Teacher Handbook pages 17-21 links to early learning objectives for every developmental area are charted. In Link 1, Apples and Pumpkins students explore apples and use their senses to investigate them. The objective for numbers align with the activities and materials provided, to counting apples, and the use of literature "Ten Apples on Top" to reinforce number sense and to make connections through writing, etc. The rhyme Way Up High on the Apple Tree is taught. In transition, children are asked to identify a numeral 1-10 and match the correct number of apples to the number set. A variety of related activities are also setup in the math, writing and fine motor learning centers to further facilitate learning of the stated math concepts. In the Weather Watch unit, Combining Compound Words lesson, pages 9-13, lesson and activities support the stated literacy objectives.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>3a)</b> 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><b>No</b></p>	<p>All materials and activities do not present a progression of complexity over time. For example, in Link 1 vocabulary builders include stop, safety, octagon and rules. In Link 3 vocabulary builders include water, health and transportation. Each thematic unit has a featured letter or letters. An entire lesson is devoted to each letter and is presented in a consistent way throughout the year. Practice with letter sounds and alliteration is addressed within the lessons and themes although inconsistently. For example, within the Friends and Family unit, such lesson as Ff is for Family, Families, Fabulous Ferris, Funny</p>

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			<p>Families, Ff is for Friend, Favorite Foods reinforce the letter recognition and alliteration. Vocabulary Builders and Word Wall words are thematic in nature and show no increase in the level of complexity of the vocabulary presented from Link 1 through to Link 3.</p> <p>However, it should be noted that phonemic awareness progresses from hearing and listening lessons and activities with LL6.3.1 rhyming (Safety Matters unit, Rhyme Time lesson, page 26 and Humpty Dumpty lesson, page 30) in Link 1 to combining compound words (Weather Watcher unit, page 9) and syllable counting, sorting and segmenting (Weather Watch unit, page 102) in Link 2 progressing to LL6.4.2 compound and syllable subtracting in the final lessons in Link 3. Math materials represent a progression of complexity with activities in Link 1 with one to one correspondence to Link 3, the transportation unit, and page 24-vehicle subtraction. Language and literacy pg. 30 subtracting with compound words and phonemic awareness. In Link 3, the Step into Spring Unit students will explore geometry with Butterfly symmetry and analyze simple symmetry and non-symmetry. In addition, math concepts and skills show increases in complexity over time more so than language and literacy/vocabulary.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Frequent use of a repeated-reading approach for texts</li> </ul>	<p><b>No</b></p>	<p>Read Alouds are related to themes, however complexity is lacking and doesn't build throughout the links. Each theme within Links 1, 2 and 3 have suggested read alouds, however there is no evidence found to suggest the texts are reread building to inferential questions or writing to express understanding. There are regular read alouds using narrative and informational text. For example in Link 3, the theme Water, Water Everywhere on page 8 in Teaching with a Purpose in the morning circle the teacher introduces an informational book about pond life. After reading, students add pond</p>

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	<p>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> <p><b>Examples:</b> 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>creatures they can recall from the book to the pond chart. However, this does not allow a teacher to ask explicit questions or prompt children's thought processes.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><b>4b) Math</b> 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 <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<p><b>Yes</b></p>	<p>In each theme within links 1, 2 and 3 math concepts are embedded throughout. In Link 1, Apples and Pumpkins students count 1 - 10 using a felt apple tree with apples. Students use rhyme to orally count to 10. In Link 3, in the theme on Farms, students are introduced to subtraction. There is a clear coherence to representing numbers and relationships between numbers and number quantities in each theme that is consistent with the Louisiana Birth to Five Early Learning Standards. Within each theme, each week, there is a math focus. For example in Link 3 in the Spring Unit on page 32 children are Learning through singing and pantomiming the "Five Little Flowers" song. In the Learning Center Connection for the Spring theme on page 34 children can choose the math center where 10 flowers are placed in a plastic vase along with dice for children to roll to determine how many flowers to pick and how many flowers are remaining after each picking. It should be noted that the majority of the math activities focus on number sense.</p>

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	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b>  <b>4c) Math</b> materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math</li> <li>• Promote conceptual understanding of math content</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	<b>Yes</b>	<p>Materials and activities adhere to indicators for quality and promote children’s acquisition and use of the language and math vocabulary. In Link 3, the theme Water, Water Everywhere and in Link 1, Apples and Pumpkins students use songs. The students are given opportunities to explore math concepts and develop perseverance within center activities in each theme. Vocabulary builders in each math lesson within a unit provide math concept words. In Link 1, in the Apples and Pumpkin unit, the Pumpkin Patterning lesson on pages 50-53, the words pattern, repeating, rainbow, order, and once are provided and integrated within the lesson and daily activities. Texts, pictures, objects and body movements are used to introduce and define the concept of patterning. Children paint pumpkins in a pattern or non-pattern in art and share with a friend. In Link 3, the theme Water, Water Everywhere on page 22 children explore math by through song.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate explanatory materials for teachers are provided.</b></p>	<b>No</b>	<p>A guidebook for educators is provided with three specific links and thematic units contained with each link. While the guidebook offers an explanation and justification for each component used within the lessons, it does not provide instructional strategies for daily implementation of the components. In addition, there is no overview of each unit provided (scope and sequence, week-at-a-glance) that allow one to clearly see the connectivity of the unit concepts and objectives. Themes and daily lessons are presented in consistent and predictable manners with specific icons used for each component. Each lesson provides a list of materials needed for the lesson and learning centers. However, within the daily lesson some of the suggested activities give little or no specific instructions on how to develop the activity. Often objectives for a lesson contain insufficient directions to support the understanding of a concept or skill, and there is insufficient guidance on how to provide follow-up to lessons. Directions for teachers are often</p>

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			vague (e.g. Introduce vocabulary and encourage children to make connections” or for making materials (e.g. listening ear hats) with no explanation of directions for children; in some early lessons children are asked to “sort, graph and tally and count objects when they go to centers but there do not appear to be activities in the lessons that covered those skills; also indicate that for the objectives listed, there is insufficient direction to help a child understand a concept or skill and there is insufficient follow-up to lessons.
<p><b>5. ASSESSMENT</b> Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p><b>No</b></p>	<p>In the Teacher Handbook, pages 105-107, sample assessment forms are provided (Child Portfolio Contents and Checklist, Child Observation and Planning, Alphabet Inventory). The Child Portfolio Contents form suggests implementation of one developmental screening tool, observational notes and individualized planning, a valid assessment and work samples providing Fall, Winter, Spring documentation. At the close of each lesson, there is an informal observational assessment focus. However, within these resources, there is no explanation for the implementation of the assessment tools or the process used to track and evaluate child progress. Observation suggestions are provided at the end of each activity to observe the progress of the children on a specified learning objective. In the transportation theme on page 7, the informal assessment section has an observation question for the lesson; "Does the child sort the transportation photos into the correct category"? The lack of clarity in assessment and the heavy dependence on observational assessments are most evident. No photographs or work samples were noted during the review process.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> 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><b>Yes</b></p>	<p>The objectives are generally stated for the components of the daily schedule but are not specifically connected to the activities in each learning component of the day. At the close of each lesson, there is an informal observational assessment focus. When transitioning to learning</p>

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			centers, children are asked related questions to assess an understanding of the concepts presented in the Teaching with a Purpose section. In the Transportation theme, at the end of the lesson on sorting and categorizing, a suggestion is given to observe if children can sort the transportation photos into the correct categories on page 7.
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b>  Materials and activities reflect a wide range of experiences for skill development.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>6a)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>FOR ALL CURRICULUM TYPES:</b> <b>6b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>7. SCAFFOLDING AND SUPPORT</b>  Materials/activities provide all children with opportunities and support to meet the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>7a)</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>FOR ALL CURRICULUM TYPES:</b> <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	A large majority of activities and materials meet the components of Louisiana's birth to five early learning and development standards. In Link 3, social - emotional development is addressed through persistence- 11-B.1. AL.4 is addressed with blue labels located in the margins of lessons using open-ended questions
	2. Appropriateness of Curriculum Materials and Activities	<b>No</b>	There is a balance of teacher-directed and child-initiated experiences but there is limited opportunity for children to practice skills over time.
	3. Complexity of Curriculum Materials and Activities	<b>No</b>	Materials do not present a progression of complexity over time, especially in vocabulary builders and read alouds, ELA.
	4. Quality of Curriculum Materials and Activities	<b>No</b>	Read Alouds are related to themes, however complexity is lacking and doesn't build throughout the links. Each theme within Links 1, 2 and 3 have suggested read alouds, however there is no evidence found to suggest the texts are reread building to inferential questions or writing to express understanding.
	5. Assessment	<b>No</b>	The lack of clarity in assessment and the heavy dependence on observational assessments are most evident. No photographs or work samples were noted during the review process.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8. Activities/Materials Supporting Parental Participation	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.