

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 HighScope Preschool Curriculum**

Age Levels: **Three and Four**

Publisher: **HighScope Educational Research Foundation**

Copyright: **2012**

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)	3. Complexity of Materials (Non-Negotiable)
2. Appropriateness 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			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, ○ Language and Literacy Development, ○ Physical Well-being and Motor Development, and ○ Social-Emotional Development. 	<p>Yes</p>	<p>A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards. The evidence is supported throughout the framework of Active Participatory Language, Collaboration between adults, children and parental involvement, daily routines, and the Plan-Do Process.</p> <p>Approaches to Learning is evident on a daily basis during the Plan-Do-Review process. Students plan with the teacher what interest area they will go in, what they will do, what materials they will use, and how they will get started. In one lesson, for example, during Planning Time, students are divided into two groups. Students in group 1 write or draw what they would like to do for the day and students in group 2 make simple stories about areas in the room. Here, the children are expressing unique ideas and are approaching tasks and experiences with flexibility, imagination, and inventiveness.</p> <p>Cognitive Development/General Knowledge affords children multiple experiences in the curriculum to develop music appreciation. Students use percussion instruments, such as a triangle or wood block when hearing Hickory Dickory Dock.</p> <p>Mathematics is addressed throughout the High Scope Curriculum Set as well as the companion set Numbers Plus Curriculum. Content areas include number and operations, geometry, measurement, algebra, and data analysis. Children engage in the learning of number relationships throughout a variety of settings and components of the daily routine.</p> <p>Science is addressed, for example, in "Looking for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Pebbles" lesson plan. In the beginning of the activity students are given a rock to examine using a magnifying glass. On chart paper, the children write down words to describe their rocks. The middle part of the activity consists of giving the children a small container of rocks to examine. The children sort the rocks by shape, color, and texture (i.e., math is embedded).</p> <p>In a specific example for Social Studies, students drive their toy car around to the area they want to play in using a map drawn out by the teacher. The curriculum also provides literature on community roles.</p> <p>Language and Literacy is evident throughout the curriculum, for example, through the use of Story Starters and meal conversations. Activities focus on phonological awareness (e.g., rhyme, units of sound) and alphabet knowledge.</p> <p>The curriculum addresses Physical Well-Being and Development , for example, through a chart with examples of movement activities to promote various movement skills.</p> <p>Social-Emotional Development activities encourage children to interact with their peers and participate cooperatively and constructively in group situations.</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>There are examples of full and half day schedules included in the curriculum that support a balance of teacher directed and child-initiated experiences. Adult-guided group experiences occur during small group time. Children explore and experiment with new or familiar materials adults have selected based on their daily observations of children's interest and local events. During large group time both children and adults initiate movement and music activities, story reenactments, cooperative play, and projects.</p>

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			<p>The curriculum includes a guideline for a Daily Routine, which includes time for planning, work time, and recall time. Planning consists of the children planning their learning and the teacher planning to meet their children's needs. Work time includes child-initiated time to explore their surroundings. During this time, children can decide where they will play, what they will play, and whom they will play with. Recall time allows for children and teachers to participate in active discussion to reflect on their learning. Large group time is planned and initiated by adults but it allows children to come together for songs, movement activities, and other group experiences such as story read-alouds</p>
	<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.</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches. Scaffolding techniques used in the curriculum support the hands-on learning because it validates and supports what children already know while also encouraging extension of thinking to the next level.</p> <p>Children have opportunities to support their learning and development by utilizing technology. The HighScope Position Statement states that technology is one of many tools that young children can use to carry out their play ideas, acquire knowledge and skills, and solve problems. Technology is used in moderation to supplement, not replace, hands-on learning with real materials that provide a full range of physical, sensory, and intellectual, and social experiences.</p> <p>During work time, children are provided with a variety of materials to work with that are interesting and meaningful to the children and appropriate for a wide range of developmental levels.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>Materials and activities are included that are culturally sensitive. The relationship between the teacher, child, and the parents develop cultural sensitivity within the classroom through the building of communication. The Song Book depicts various ethnicities on the front cover as seen in the Additional HighScope Preschool Curriculum Resources Book.</p> <p>In the HighScope Preschool Curriculum book there is a Family Experiences Classroom Checklist, that lists and details items that should be included in the classroom to reflect children's home in each interest area. For example, under The subtitle Block Area it notes toy people are multiracial. The art center has crayons and paper that mirror skin colors of people in the school community. The book area includes books written in children's home language, books that depict a variety of racial, ethnic, and cultural groups, books represent a variety of family situations. The House Area included multiracial dolls with appropriate skin colors, whenever possible child sized wheel chairs, crutches, and other assistive devices. Music and Movement includes a variety of instruments that reflect children's culture. The toy area includes puzzles, toy figures, and so forth that depict multiracial people and avoid sex-role stereotyping.</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings, including large group time, greeting time, planning time, work time, small group time, and outdoor time.</p> <p>The Learning Environment includes areas for children to explore a variety of materials that are easily accessible. Children are able to access the materials freely. The curriculum supports the flexibility in time to discover these materials.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>Yes</p>	<p>Materials and activities are appropriate for the domains and skills they are intended to address. The HighScope Preschool Curriculum includes 58 Key developmental indicators (KDIs). These indicators are broken down into 8 content areas. The content areas align with the Louisiana's Birth to Five Early Learning & Development Standards (ELDS). Materials and activities are appropriate for the domains and skills they are intended to address. Both the KDI and the ELDS focus on development of the child with regards to Approaches to Learning, Social and Emotional Development, Physical Development and Health, Language, Literacy, and Communication, Mathematics, Creative Arts, Science and Technology, and Social Studies. Each area contains a book to address activities to enhance learning within the KDI framework. KDIs focus on adult observations of children's actions. They also guide decisions about materials and the daily routine. The KDIs give a starting point for the inclusion of supportive materials in each domain.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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).</p>	<p>No</p>	<p>Materials and activities do not present a logical and coherent progression in Language..</p> <p>However, there are some examples in Math where materials and activities do present a logical, coherent progression of complexity. For example, effective scaffolding is addressed in the entire Numbers Plus Curriculum, under the subtitle Ideas for Follow Up, In the Measurement Book, students are encouraged the to build and measure towers that are different lengths, throughout the day ask students to estimate the heights of the things they are using and making, then have students write down their estimates. In the Geometry Numbers Plus Curriculum book, there are a few activities that build on prior ones, most can be done in any order; however, materials and activities are not consistently present for all curriculum types.</p> <p>With regards to language and literacy</p>

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			<p>approaches, there is little to no emphasis of frequent or repeated read-aloud of texts. Read-aloud text complexity is not addressed in the curriculum. Student choice and motivation drives decisions about complexity rather than a given goal set by the curriculum. Vocabulary is also driven by student choice rather than a set guideline specified by a curriculum. The children define the vocabulary through experiences and interactions. There are vocabulary words given for specific activities; however, they are not contextual.</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; 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>No</p>	<p>Language and literacy development is not emphasized through resources that support regular read-alouds. The Language, Literacy, and Communication Book does encourage and value a language rich environment. It falls short in providing specific names of trade books to be read aloud in the classroom. This does not ensure that the literature is high quality and includes both narrative and informative selections. It also does not ensure there are texts displaying cultural diversity or genres such as poetry and rhyme.</p> <p>Frequent use of a repeated reading approach is not supported by the curriculum. The use of higher order thinking skills questions are left to the discretion of the adult and child-directed motivation.</p> <p>The curriculum does emphasize the provision of a print-rich environment to promote the acquisition of literacy skills as well as frequent and casual conversations to promote language development. However, there was only one example noted where children connect to the story using real-life experiences (Good Night, Gorilla).</p>

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	<p>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.</p>	Yes	<p>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 standards. Math is implemented throughout daily routines and lesson plans. Math skills such as observing, exploring materials, working with numbers, ordering, navigating in space, and comparing quantities are promoted during center times, planning, work time, review time, greeting, and outdoor time. Also, frequent use of math vocabulary is encouraged daily in all areas on the classroom routines.</p> <p>The curriculum provides an additional resource labeled Numbers Plus. This book set contains activities in the areas of algebra, data analysis, geometry, measurement, and number sense and operations. Each book contains unique activities that include: the time of the day that the lesson is best suited; any suggested earlier activity (most activities can be performed separate of one another); the content area, and topics addressed. The activity contents consist of a beginning, middle, and end.</p>
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems 	Yes	<p>The curriculum encourages teachers to use math words and ideas when they talk with children about their mathematics discoveries.</p> <p>Additionally, the Numbers Plus curriculum promotes children's acquisition and use of the language/vocabulary of math through a variety of activities and frequent conversations. Children use language and vocabulary of math throughout daily routines and in interest areas throughout the classroom.</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	Yes	<p>The curriculum contains eight companion books, which detail information on how adults can use High Scope principles as they support the development of children's knowledge and skills.</p>

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			<p>The Numbers Plus Curriculum includes a Teacher's Manual that lists recommended materials. It also includes sample activities that detail the time of the day to carry out the lesson, the material needed, and what to say and do at the beginning, middle, and end of the activity. Each content book includes "Scaffolding Learning at Each Developmental Level", which allows teachers to meet students at their level. It tells the teacher what she/he may do to meet the child's needs. The manual also includes "Ideas for Follow up," which gives specific instructions. The curriculum also includes in a materials list for each content area.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p>Yes</p>	<p>Assessments are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p>The Child Observation Record (COR) Assessment, an online assessment tool, is presented in the COR Advantage User Guide. The COR Advantage includes nine content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; and (if applicable) English Language Learning.</p> <p>The COR Advantage encourages the use of anecdotal note taking including the "who, what, and where" approach. Photographs and portfolio samples are also taken into account when compiling evidence for the COR Advantage Individual Summary.</p> <p>Each day, teaching team members gather accurate information by observing and interacting with the children and taking daily anecdotal notes based on what they see and hear. Teacher team members come together during the day to engage in daily planning</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sessions in which they share observations of children, analyze the observations, and make plans for the next day. Periodically, the team uses the recorded observations in their daily anecdotal notes to complete individual child assessments with COR Advantage.
	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.	Yes	Methods to assess children's learning are embedded throughout activities. Teachers record notes as they observe children in interest areas, large groups, small groups, story time, outdoor time, and greeting time. Children's progress is tracked through a system of Anecdotal Notes and Portfolio items. A sample Anecdotal Note can be found on pg. 20-24 of the COR Advantage User Guide. The COR Advantage User Guide pg. 25 includes Summary Forms for the Individual Child and a Class Summary to be complete as suggested 2-4 times annually. Communication with families is an integral component of the COR Advantage and is outlined on pg. 26- 27.
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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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: <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.			
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	Yes	The materials and activities provide numerous opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities are culturally sensitive and appropriate and there are substantial opportunities for frequent and systematic practice of skills provided through balanced teacher-directed and child initiated experiences.
	3. Complexity of Curriculum Materials and Activities	No	Materials and activities are not presented in a logical and coherent progression of complexity over time. Materials are at the discretion of child interest possibly creating an imbalance of materials to increase complexity and challenge

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			higher order thinking skills.
	4. Quality of Curriculum Materials and Activities	No	Language Development is emphasized through meaningful adult-child conversations in the Plan-Do-Review model. However, the curriculum does not provide for numerous opportunities of read alouds; math materials and activities devote a large majority of time to support children's understanding of numbers and supporting understanding of the language of math and math content; adequate explanatory materials are provided for the teachers.
	5. Assessment	Yes	Assessments are consistent with the ELDS and collected through a variety of appropriate methods using the COR Advantage
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 I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.