Instructional Materials Evaluation Tool for Alignment in Resources for Children Ages Three and Four

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: **Learn Every Day - The Preschool Curriculum (includes three components "Volume 1," "Volume 2," and "Foundations")**

Publisher: **Kaplan Early Learning Company** Age Levels: **Three and Four** Copyright: **2012**

Curriculum Type (Language/Literacy, Math, Integrated[1]): **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)

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
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*. ☐ Yes ☒ No	**FOR ALL INTEGRATED CURRICULA:** **1a)** 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 age level for which they are suggested) across all domains of the standards: o Approaches to Learning, o Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies o Language and Literacy Development o Physical Well-being and Motor Development and o Social-Emotional Development	**No**	The majority of activities do not provide opportunities or experiences to help children achieve standards across all domains in an integrated way. The program offers 36 units that introduce domains or subdomains at specific times of the years. For example, math concepts are not specifically addressed/introduced until week 6. The instructions state to present all units in order. A unit generally lasts a week and has five lessons, one for each day of the week (e.g., Unit 6, Colors (Lesson 2 colors in the rainbow, Lesson 3 Nature; Colors, Lesson 4 animal colors); Unit 7, Shapes; Unit 8 Measurement; and, Unit 9 Counting.) Many critical skills and concepts are not sufficiently addressed (e.g., Approaches to Learning and Physical Well-being and Motor Development are not specifically addressed). In addition, skills are addressed at specific times of the year (e.g., math concepts are not intentionally addressed until week 6). There is no scope and sequence of skills addressed within this curriculum.
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **2a)** Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.	**No**	Teacher-directed activities far exceed child-initiated activities. Learning centers are mostly teacher directed. Examples follow: Block Centers encourage the children to build a large tree using blocks and green paper cut in the shape of large leaves, remind the children of the raccoon who went to school in a tree in the story The Kissing Hand, provide small animal toys, encourage the children to act out parts of the story, and create a replica of the school with the unit blocks. Art Centers invite the children to trace around their own hands and draw a heart in the center.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			The word wall as learning centers (names of students and photos of students) have students match names (of peers) with photos. Besides being teacher-directed, recognizing or reading the names of peers is not an appropriate activity, especially for young children. Further, children learn to read or identify simple, single syllable words (or names) before they are expected to read or identify words (or names) with more complex letters/sounds and multiple syllables.
	FOR ALL CURRICULUM TYPES: **2b)** Materials and activities allow substantial opportunities for frequent and systematic 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 games, dramatic play, investigations, etc.	**No**	Activities are interactive but generally provide only 1-2 opportunities for students to practice critical skills defined in the standards. This is consistent across all units.
	FOR ALL CURRICULUM TYPES: **2c)** Materials and activities are culturally sensitive and appropriate.	**Yes**	Though not addressed in the majority of units, materials and activities are culturally sensitive, where provided. For example, Unit 3 is about different kinds of families, where they live and likes and differences. In Unit 18 lesson 3, Homes around the World, children are encouraged to identify all the different types of homes through pictures, activities and books, such as Houses and Homes, Living in the Desert, and Living in the Artic. Unit 19 addresses people around the world, the clothes they wear, their language and music. In instances, books are listed to include as resources that encourage the discussion of different cultures and ways of lives from different parts of the world, for example page 366, A Visit to Cambodia by Rob Alcraft, A Visit to France by Rob Alcraft, A Visit to Germany by Rob Alcraft.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ 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**	Materials do not provide a logical and coherent progression of complexity over time. For example, skills are presented in specific order within a Unit, Unit 6 Colors-Lesson 2 colors in the rainbow, Lesson 3 nature colors, Lesson 4 animal colors
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:** **4a) Language development** is emphasized through resources and activities that support the following: • Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text • Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate 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 about the text	**No**	The program rarely uses a repeated-reading approach for texts read aloud. For example, of the 9 books "featured" in the first unit (i.e., first 5 lessons), only 1 text is read twice. This finding is consistent across subsequent units. The materials and activities do not adequately address vocabulary. Examples of words include mother, big, happy, art, bullying, white board, media center, and silhouette. Vocabulary instruction is lacking. For example, for students to learn the word 'silhouette,' they are provided limited guidance (e.g., Provide glue and sturdy pieces of paper onto which the children can secure the black silhouettes. Encourage the children to identify individual silhouettes among the group. Ask what makes their profiles unique: How do you know this one is you? What makes your silhouette different from everyone else's? Can you change the shape of your nose? How about the way you wear your hair? Illustration, figure, or sketch are more appropriate words to teach first.)
	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**	Math concepts are not addressed explicitly across all units. The program does not devote sufficient time to the development of number concepts. For example, number concepts are primarily introduced and addressed in Unit 9.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4c) Math** materials and activities adhere to the following indicators of quality: • 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**	Materials and activities do not sufficiently promote children's acquisition of math vocabulary, conceptual understanding of math content, or perseverance and persistence in solving problems. The program lacks rich vocabulary words and explicit instruction to learn new words. Also, there are very few opportunities for children to use the words. Explicit instructions and opportunities for introducing and using math vocabulary are not available.
	FOR ALL CURRICULUM TYPES: **4d)** Adequate, explanatory materials for teachers are provided.	**No**	Adequate instructions are not provided. For example, large and small group instructions generally consist of only a paragraph.
ADDITIONAL INDICATORS OF QUALITY			
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **5a)** Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	FOR ALL CURRICULUM TYPES: **5b)** 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.
	FOR ALL CURRICULUM TYPES: **5c)** 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.
6. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.	**FOR ALL CURRICULUM TYPES:** **6a)** 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).	**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
☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **6b)** Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.	**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. ☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **7a)** Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities. 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 ☐ Yes ☐ 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. ***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 materials and activities do not provide sufficient opportunities to help children meet state standards across all domains in an integrated way. Many critical concepts are not addressed.
	2. Appropriateness of Curriculum Materials and Activities	**No**	The materials do not provide a balance of teacher-directed and child-initiated activities. They rely more on teacher-direction. In addition,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			while activities are interactive, there are too few opportunities that allow children to practice the skills as outlined in state standards.
	3. Complexity of Curriculum Materials and Activities	**No**	The materials do not provide a logical and coherent progression of complexity as required by the state standards.
	4. Quality of Curriculum Materials and Activities	**No**	The materials do not provide sufficient time or focus upon the comprehension or acquisition of language or math skills needed at this age level. In addition, guidance for teachers is minimal.
II: Additional Indicators of Quality	5. Implementation Format of Materials and Activities	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Assessment	**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 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: **Learn Every Day - The Preschool Curriculum (includes three components "Volume 1," "Volume 2," and "Foundations")**

Publisher: **Kaplan Early Learning Company** Age Levels: **Three and Four** Copyright: **2012**

Curriculum Type (Language/Literacy, Math, Integrated[1]): **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)

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	PUBLISHER RESPONSE
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*. ☐ Yes ☒ No	**FOR ALL INTEGRATED CURRICULA:** **1a)** 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 age level for which they are suggested) across all domains of the standards: o Approaches to Learning, o Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies o Language and Literacy Development o Physical Well-being and Motor Development and o Social-Emotional Development	**No**	The majority of activities do not provide opportunities or experiences to help children achieve standards across all domains in an integrated way. The program offers 36 units that introduce domains or subdomains at specific times of the years. For example, math concepts are not specifically addressed/introduced until week 6. The instructions state to present all units in order. A unit generally lasts a week and has five lessons, one for each day of the week (e.g., Unit 6, Colors (Lesson 2 colors in the rainbow, Lesson 3 Nature; Colors, Lesson 4 animal colors); Unit 7, Shapes; Unit 8 Measurement; and, Unit 9 Counting.) Many critical skills and concepts are not sufficiently addressed (e.g., Approaches to Learning and Physical Well-being and Motor Development are not specifically addressed). In addition, skills are addressed at specific times of the year (e.g., math concepts are not intentionally addressed until week 6). There is no scope and sequence of skills addressed within this curriculum.	The Learning Centers are designed as an integral part of the curriculum, providing opportunities for experiences that introduce new concepts, while allowing for practice and exploration as desired. For example, week 1 lesson 1 introduces photos into the Math Center, along with an activity that promotes sequencing. In lesson 5, week 1, two different patterning activities are introduced to the Math Center. The Learning Centers are also written to encourage and support children's movement and aspects of Approaches to Learning. For example, the Music Center in every unit provides activities for movement and interactions, and the Dramatic Play center in every unit encourages creativity and executive function.
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR ALL CURRICULUM TYPES:** **2a)** Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.	**No**	Teacher-directed activities far exceed child-initiated activities. Learning centers are mostly teacher directed. Examples follow: Block Centers encourage the children to build a large tree using blocks and green paper cut in the shape of large leaves, remind the children of the raccoon who went to school in a tree in the story The Kissing Hand, provide small animal toys, encourage the children to act out parts of the story, and create a replica of the school with the unit blocks. Art Centers invite the children to trace around their own hands and draw a heart in the center.	The Learning Center enhancements are written as instructions to the teachers. They provide information on what to add to the Learning Center and how to explain the enhancements to the children. The enhancements and activities are not designed to replace child-directed opportunities within the Learning Centers, rather they provide additional opportunities to revisit ideas, stories, or skills previously introduced.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			The word wall as learning centers (names of students and photos of students) have students match names (of peers) with photos. Besides being teacher-directed, recognizing or reading the names of peers is not an appropriate activity, especially for young children. Further, children learn to read or identify simple, single syllable words (or names) before they are expected to read or identify words (or names) with more complex letters/sounds and multiple syllables.	
	FOR ALL CURRICULUM TYPES: **2b)** Materials and activities allow substantial opportunities for frequent and systematic 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 games, dramatic play, investigations, etc.	**No**	Activities are interactive but generally provide only 1-2 opportunities for students to practice critical skills defined in the standards. This is consistent across all units.	The Learning Centers are designed as an integral part of the curriculum, providing opportunities for experiences that introduce new concepts, while allowing for practice and exploration as desired. Within the teacher resource "Foundations for Learning" a half-day and full-day sample schedule are provided. Both of these schedules include 'Center Time' and 'Child Choice Time' during which children can visit (or revisit) learning centers and enhancement activities. This child-directed choice allows for additional practice in critical skills.
	FOR ALL CURRICULUM TYPES: **2c)** Materials and activities are culturally sensitive and appropriate.	**Yes**	Though not addressed in the majority of units, materials and activities are culturally sensitive, where provided. For example, Unit 3 is about different kinds of families, where they live and likes and differences. In Unit 18 lesson 3, Homes around the World, children are encouraged to identify all the different types of homes through pictures, activities and books, such as Houses and Homes, Living in the Desert, and Living in the Artic. Unit 19 addresses people around the world, the clothes they wear, their language and music. In instances, books are listed to include as resources that encourage the discussion of different cultures and ways of lives from different parts of the world, for example page 366, A Visit to Cambodia by Rob Alcraft, A Visit to France by Rob Alcraft, A Visit to Germany by Rob Alcraft.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ 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**	Materials do not provide a logical and coherent progression of complexity over time. For example, skills are presented in specific order within a Unit, Unit 6 Colors-Lesson 2 colors in the rainbow, Lesson 3 nature colors, Lesson 4 animal colors	
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES ☐ Yes ☒ No	**FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:** **4a) Language development** is emphasized through resources and activities that support the following: • Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text • Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate 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 about the text	**No**	The program rarely uses a repeated-reading approach for texts read aloud. For example, of the 9 books "featured" in the first unit (i.e., first 5 lessons), only 1 text is read twice. This finding is consistent across subsequent units. The materials and activities do not adequately address vocabulary. Examples of words include mother, big, happy, art, bullying, white board, media center, and silhouette. Vocabulary instruction is lacking. For example, for students to learn the word 'silhouette,' they are provided limited guidance (e.g., Provide glue and sturdy pieces of paper onto which the children can secure the black silhouettes. Encourage the children to identify individual silhouettes among the group. Ask what makes their profiles unique: How do you know this one is you? What makes your silhouette different from everyone else's? Can you change the shape of your nose? How about the way you wear your hair? Illustration, figure, or sketch are more appropriate words to teach first.)	Within the teacher resource "Foundations for Learning" a half-day and full-day sample schedule are provided. Both of these schedules include a "read aloud' time where one of the suggestions is for the teacher to read a book from the Teacher Resource List provided with the unit. This suggestions allows teachers the opportunity to include repeated-reading in their daily planning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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**	Math concepts are not addressed explicitly across all units. The program does not devote sufficient time to the development of number concepts. For example, number concepts are primarily introduced and addressed in Unit 9.	
	FOR INTEGRATED CURRICULA AND MATH CURRICULA: **4c) Math** materials and activities adhere to the following indicators of quality: • 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**	Materials and activities do not sufficiently promote children's acquisition of math vocabulary, conceptual understanding of math content, or perseverance and persistence in solving problems. The program lacks rich vocabulary words and explicit instruction to learn new words. Also, there are very few opportunities for children to use the words. Explicit instructions and opportunities for introducing and using math vocabulary are not available.	
	FOR ALL CURRICULUM TYPES: **4d)** Adequate, explanatory materials for teachers are provided.	**No**	Adequate instructions are not provided. For example, large and small group instructions generally consist of only a paragraph.	The narrative format provides overview and direction while allowing teachers to differentiate instruction to meet the needs and interests of the children.
ADDITIONAL INDICATORS OF QUALITY				
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **5a)** Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	FOR ALL CURRICULUM TYPES: **5b)** 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.	
	FOR ALL CURRICULUM TYPES: **5c)** 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.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
6. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. ☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **6a)** 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).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	FOR ALL CURRICULUM TYPES: **6b)** Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.	**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. ☐ Yes ☐ No	**FOR ALL CURRICULUM TYPES:** **7a)** Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities. 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 ☐ Yes ☐ 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. ***Tier 3 ratings*** receive a "No" in Column 1 for one or more of the Non-Negotiable indicators.				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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 materials and activities do not provide sufficient opportunities to help children meet state standards across all domains in an integrated way. Many critical concepts are not addressed.	
	2. Appropriateness of Curriculum Materials and Activities	**No**	The materials do not provide a balance of teacher-directed and child-initiated activities. They rely more on teacher-direction. In addition, while activities are interactive, there are too few opportunities that allow children to practice the skills as outlined in state standards.	
	3. Complexity of Curriculum Materials and Activities	**No**	The materials do not provide a logical and coherent progression of complexity as required by the state standards.	
	4. Quality of Curriculum Materials and Activities	**No**	The materials do not provide sufficient time or focus upon the comprehension or acquisition of language or math skills needed at this age level. In addition, guidance for teachers is minimal.	
II: Additional Indicators of Quality	5. Implementation Format of Materials and Activities	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Assessment	**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.