



Instructional Materials Evaluation Tool for Alignment in
Resources for Preschool 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: **The InvestiGator Club**

Age Levels: **Three and Four**

Publisher: **Robert-Leslie Publishing, LLC**

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

Overall Rating: **Tier I, Exemplifies 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)	
6. Implementation Format of Materials, Activities	
7. Scaffolding and Support	
8. Supports Parental Participation	

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>There is evidence that the materials and activities provide opportunities for children to meet the Louisiana Birth to Five Early Learning and Development Standards.</p> <p>Each of the Approaches to Learning (AL 1, 2, 3, 4) standards are addressed through the format and structure of Investigation Station- Look and Ask, Try It and Try Again, Think About It, Make Meaning which provide opportunities for cooperative learning, critical thinking, persistence and problem solving. The ongoing projects encourage children to explore, experiment, and apply knowledge. For example, in the Under Construction Investigation (page 54-55), children plan, draw, and build a structure and then rethink and revise the structure as needed.</p> <p>Math:</p> <p>CM 1 (Understand numbers) Children associate number quantities in Counting Tulips activity, page 42; a partner calls out a number from 1-9 or shows a number card and children make a garden with that many flowers. CM 2.4 (Understand basic patterns, concepts) During Morning Meeting, children count attendance from names on poster (how many boys, how many girls, and how many total).</p> <p>CM 3.4 (Understand attributes and relative properties of objects-size/capacity/area): In the Under Construction Investigation, page 135, the Build Tall Towers activity, children form teams and work cooperatively to build the tallest tower they can using wooden or cardboard boxes. Teams count the blocks and use a tape or ruler to measure and record height of each tower.</p> <p>CM 4.4 In Under Construction Investigation, page 86, in a whole group setting, the book The Shape of Things is read and attributes of shapes are</p>

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			<p>discussed.</p> <p>Language and Literacy development are evident throughout each investigation and daily lessons. LL 1 (Comprehend, use, understand language) A Sharing Chair is used promote oral language development in initiation and response in conversations and discussions with peers. In Closing Circle Time (Under Construction Investigation, page 92), children take turns and they decide what they will share while sitting in the chair (artwork, project, song or reflection).</p> <p>LL 2 (Comprehend and use complex vocabulary) and, LL 3 (Develop an interest in books) In Under Construction Investigation, page 69, the story "I Love Trucks!" is read in a small group setting with the objectives focused on the illustrations, print concepts and the understanding complex and varied vocabulary. The children pantomime actions to demonstrate their understanding of action words such as sweep, crawl, roll, dig, dump, mix and lift.</p> <p>LL 5 (Demonstrate understanding of features of print) Letters of the alphabet are presented each week using Dilly's Alphabet Show book and puppet. LL 7 (Develop familiarity with writing implements, conventions) Shared and independent writing opportunities are presented in whole and small group settings. In Under Construction Investigation (page 62-63), after reading a flapboard story about some missing blueprint and who helped to find them, the children act out the story and the draw and write a story about a time when they helped someone find something.</p> <p>LL 6 (Demonstrate understanding of different units of sound) In Under Construction Investigation, page 82, a small group literacy activity introduces rhyming. In How Many Words? activity (Under Construction</p>

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			<p>Investigation, page 80) children clap the words in simple the related sentences such as Hammer the nail., We have a brick house., My house has a tall chimney; In Watch It Grow Investigation, page 80, children tap the syllables in in names. Seeds for Sound and What's That Sound? activities, page 60, provide opportunities to show an awareness of ending sounds.</p> <p>Creative Expression CC 2 (Develop appreciation for visual arts In Watch It Grow Investigation, p 68, Sunflowers Art Print by Vincent Van Gogh is displayed and texture is discussed. Children are given natural objects with texture such as flower, twigs, bark leaves to create their own textured artwork.</p> <p>Physical Well-being and Motor Development PM5 (Demonstrate safe behaviors): Chuck the Safety Poster is used to brainstorm record and discuss safety related issue within each investigation. In the Watch It Grow Investigation, safety tips are recorded related to interactions with plants and soil. A list is compiled of plants that are safe to eat raw and plants that need to be cooked first.</p> <p>PM1 (Develop large muscle control) The schedule provides a 30 minute block for outdoor play. Children use the CD player in learning center with Dilly's Music and movement CD. Movement is used in songs such as Dilly Builds with One Hammer (Under Construction Investigation, page 90) where the children use their fists and feet movement to pantomime the hammers. PM 2 (Develop small muscle control) is reinforced through numerous hands-on explorations and through opportunities for writing.</p> <p>Social-Emotional (All standards) A book series and activity guide is included that addresses the social-emotional skills of</p>

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			<p>appreciating differences, cooperation and teamwork, feelings, friendship, listening, overcoming fears, respect, sharing, taking turns, and self-discipline. There are 72 lessons that provide opportunities to build social and emotional skills throughout the year using puppets, dramatic play scenes and Dilly and Friends books. Social coaching ideas are provided such as encouraging children to go beyond saying "I'm sorry" by helping them express what they are sorry for such as "I'm sorry I did not share the glue (page 10)".</p> <p>Social Studies CSS 5 (Develop awareness of rules and responsibilities within their community) During Under Construction Investigation, page 55, additional activities are recommended such as going on a neighborhood walk to explore structures then based on children's area of interest build and plan a class structure. In Watch it Grow Investigation, page 55, it suggests that teachers take children on a tour of a greenhouse then challenge them to plan and design a garden. In Under Construction Investigation, page 44, Who Uses What? activity, the children sort job related items for a painter and a carpenter. In Watch It Grow Investigation, page 44, after reading the book Apple Farmer Annie, the children build a farm and load a truck to drive to the market. In Under Construction Investigation, page 66-69, the book "I Love Trucks!" is read with interactive questioning during Story Time with the focus on understanding the roles, responsibilities and service of community workers.</p> <p>CSS3 (Develop awareness of geographic locations) Splash and Dig Investigation activity Let's Recycle, the teacher sets out three plastic bins, one labeled plastic, one labeled paper, and one labeled metal. Introduce the center by talking about the importance of working together</p>

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			<p>to recycle materials rather than throw them away. Turn a corner of your center into a recycling station. Have a box with items to be recycled: paper, newspaper, magazines, cardboard items, plastic bags, plastic containers, empty and clean plastic bottles, aluminum foil, disposable metal pans and trays, and so on. (Avoid cans with sharp edges.) Have children sort the items by placing them into the correct bins. Add to the recycling box daily and periodically announce that the items will go to the recycling center.</p> <p>Science: CS4 (Acquire scientific knowledge related to earth science) In Weather Watcher Investigation, teachers integrate science into the day by providing opportunities for children to tap into their world. They ask riddles about the weather, such as: "I fall from clouds. I help plants grow. What am I?" Say: Suppose the weather forecast calls for rain. What could you do to measure and record the rainfall? What gives us light and heat?</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: 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>The schedule reflects teacher directed and child-initiated experiences through whole group, small group and learning center times during the day. Examples include: During outdoor play, children choose whether and how to use items such as balls, bubbles, jump rope and sidewalk chalk; Children can explore objects freely in the Science Center and make discoveries on their own; and they can use puppets in a center to role play, repeat stories of their choice, or create dialogue of their own. Flexibility and the Choices activity section allow the teacher to select the activities that best meet the interests and needs of the children.</p>

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	<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>Each Investigation provides learning center activities to promote and extend concepts and vocabulary.</p> <p>Daily Routines provide explicit examples of activities and materials that allow for frequent practice of skills using hands-on materials. For example, In the Watch It Grow Investigation, dramatic play is set up like a produce stand (page 49), sand and water activities include make a garden and vegetable stew (page 47) and in the block center building with plants.</p> <p>Each Investigation concludes with an investigation Celebration. Also on page 50, children create Crayon Rubbings with leaves to experiment with different textures and shapes.</p> <p>Quick minutes use songs, chants, physical activities to integrate skills into the day. The themes are called "investigations" and supply active "hands-on" investigations.</p> <p>In Watch It Grow Investigation, page 67, the teacher challenges children to name the first or last sound in a series of words. Have the Rosalita Puppet say: "How sharp are your ears? Listen for the last sound in these words: shrub, rib, cob. Can you hear the /b/ sound at the end of each word?"</p>
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>Materials are provided in English and Spanish. Dilly and Friends Lapbooks and Read Along CD's are available in English and Spanish. Books and puppet show diversity. Multicultural books are provided. Strategies to address all learners are provided. Diversity and the child's home language is respected. An example in Splash and Dig Investigation, page 72, the educator stresses the importance of using words to resolve conflict and to show mutual respect. Then invite pairs of children to use the puppets to role-play situations for everyone to discuss.</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a</p>	<p>Yes</p>	<p>Whole and half day schedules are provided in each teachers guide. The schedule reflects</p>

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	<p>variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>		<p>unstructured free play, both indoors and outdoors, learning centers, teacher-guided whole group and small group activities. For example, in the Watch It Grow Investigation, page 54, for center activities, the teacher adds literacy to the “Produce Stand,” include a toy telephone. Instructions include placing a message pad and pencil near the telephone. Children can also make posters or price lists showing fruits and vegetables they have for sale.</p>
	<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>Objectives are aligned to each activity and the activity addresses the stated objectives. For example, Building Social and Emotional Skills Activity Guide, page 10, the objective of the activity is to use compromise and discussions to resolve conflicts with peers. After reading and discussion of situation presented in Dilly and Manny Salamander, pairs of children act out different ways to take turns with toys. The small group math objective in Watch It Grow Investigation, page102, is to sort objects according to one or two attributes. The Flapboard story of Rosalita Sorts is presented followed by a sorting activity with groups of classroom objects for sorting.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input 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>Yes</p>	<p>Phonological awareness activities follow the continuum from less complex to more complex beginning with listening to environmental sounds, moving to words in sentences, words into syllables, and rhyme then into alliteration with initial and final sound sorts later in the year.</p> <p>Toward the beginning of the year, in Under Construction Investigation, page 82, a small group literacy activity introduces rhyming. How Many Words? activity (page 80) the children clap the words in simple the related sentences such as Hammer the nail., We have a brick house., My house has a tall chimney. In the Watch It Grow Investigation toward the end of the year, activities provide opportunities to show an awareness of ending sounds.</p>

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			<p>In the initial Investigation, children begin with alphabet songs and sorting objectives and by the Watch It Grow Investigation later in the year, children identify whether words end with the same sound and repeat with other word pairs such as fun/sun. and in math sort and regroup objects.</p> <p>Math concepts and vocabulary build on each other in meaningful ways. The number 1-10 are introduced sequentially with supportive hands-on activities are provided. For example, with the number 1, the children put together a mystery puzzle to form the number 1 and draw 1 object to correspond to the number.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input 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</p>	<p>Yes</p>	<p>Each investigation provides a Dilly and Friends lapbook and CD, Bruno's Buzz Nonfiction reader that relates to the investigation, an investigation trade book and a math trade book. For example, in Under Construction Investigation the informational text is Build a Doghouse! paired with the books “I Love Trucks!” and The Shape of Things. In Watch It Grow Investigation, the informational reader is The Shopping List paired with Growing Vegetable Soup and Apple Farmer Annie.</p> <p>Books are read during whole group story time and revisited in small groups to extend comprehension, develop deeper understanding, and make connections. Cross connections between books are also made. For example, children are encouraged to discuss how two books on a subject are alike and different.</p> <p>In Under Construction Investigation, page 66-69, the book “I Love Trucks!” is read with interactive questioning during Story Time with the focus being on listening and understanding stories, asking questions in information and events from the book and understanding the roles, responsibilities and service of community</p>

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	<p>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>workers. In small group, the story is reread with the objectives focused on the illustrations, print concepts and understanding complex and varied vocabulary. On another reading of the book, the children pantomime actions to demonstrate their understanding of action words such as sweep, crawl, roll, dig, dump, mix and lift.</p> <p>In Watch It Grow Investigation, the book Apple Farmer Annie is read and reread with related activities provided across the curriculum. The book is read as whole group math during Story Time. The children build a farm and load a truck to drive to the market in the block lab during learning centers (page 44).</p> <p>Shared and independent writing opportunities encourage children to draw, scribble, write to express ideas and make connections.</p> <p>The Investigations use daily phonemic awareness activities and games and a process called flapboarding which is a new kind of interactive storytelling. Flapboards use a story format to introduce each Investigation. When new Flap Fillers are inserted behind the flaps, the same Flapboards also teach key literacy concepts and math skills all within the context of a high-appeal Investigation topic for in-depth exploration and discussion.</p> <p>In the activity for phonological awareness in Splash and Dig Investigation, Loading the Ship Seat, children sit in a circle and pass around a toy ship. Announce what the ship is loaded with: The ship is loaded with rugs. Pass the ship to the first child who repeats the sentence and provides a real or nonsense word that rhymes with rugs. (The ship is loaded with bugs.) The child passes the ship to the next child, who repeats the sentence and says a new word that rhymes. Continue until several children have a turn. Then begin again with new cargo. Activity examples in</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 <i>Louisiana Birth to Five Early Learning and Development Standards</i>.</p>	<p>Yes</p>	<p>Watch It Grow Investigation, page 27, phonological Awareness include Ending Sounds, Separate Syllables in Words, Alphabet Knowledge: Identify Letters "Jj."</p> <p>Math and number skill concepts are integrated into math learning centers, Daily Routines and in whole and small group activities. Math concepts are presented in whole group, small group and learning center settings using hands-on materials, interactive activities and math trade books. At the end of the investigation during the Investigation Celebration (Under Construction Investigation, page 135), children form teams and work cooperatively to build the tallest tower they can using wooden or cardboard boxes. Teams count the blocks and use a tape or ruler to measure and record height of each tower. In Watch It Grow Investigation, page 42, Sorting Seeds activity in learning centers children have opportunities to look at picture books about seeds and plants then match, sort, count and regroup seeds. Children associate number quantities in Counting Tulips activity (page 42). Partner calls out a number from 1-9 or shows a number card and make a garden with the many flowers. Investigation at a Glance shows a progression from number 1 in the beginning investigation to number 10 in the final investigation.</p> <p>In Finny, Feathery, Furry Friends Investigation, page 86, after reading Little Quack, children role play as ducks while others count them jumping into the pond.</p> <p>In Splash and Dig Investigation, the Fish Ponds activity the teacher labels eight or more plastic tubs with a numeral from 0 to 7, along with the corresponding number of dots and asks children to fill each one about halfway with water. The teacher models for children how to make a fish pond while counting.</p>

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	<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 	<p>Yes</p>	<p>Children use language and vocabulary of math while listening to and interacting with math Flapboard stories and math trade books. In Under Construction Investigation, page 86-87, The Shape of Things is read with vocabulary about shapes and their attributes discussed through interactive questioning. The book is reread building on the previous discussion about shapes to recognizing patterns in the shapes (page 89). The format and structure of Investigation Station-Look and Ask, Try It and Try Again, Think About It, Make Meaning- provide opportunities to apply cooperative learning, critical thinking, persistence and problem solving in working with math concepts. The ongoing projects encourage children to explore, experiment, and apply math knowledge. In Under Construction Investigation (page 54-55), children plan, draw, and build a structure. Rethink and revise the structure as needed. Children then reflect on the process and make real world connections. The process is again put into action in the Family Investigation Night where children and their family members work together to plan, build and test a PVC wagon wash.</p> <p>In Watch It Grow Investigation, Quick Minutes Numbers, page32, provides the following quick activities to help integrate numbers into the day.</p> <ul style="list-style-type: none"> • Place Magnetic Numbers from 1 to 9 in order. Have children count aloud as you point to each number. Then have them close their eyes as you put one number in the wrong place. Invite a volunteer to “fix your mistake.” • Play “Gardener Green Thumb Says.” Have children pantomime commands, such as: The gardener says dig eight holes (pick nine flowers, plant eight seeds). • Choose several children to be flowers. Ask: "How many flowers are in my garden?" Have children count aloud with you. “Pick” some flowers by tapping children and having them sit

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	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>Yes</p>	<p>down. Ask: "How many flowers do I have now?"</p> <ul style="list-style-type: none"> • Say: "What an amazing garden! I see one tomato. I see two melons. I see three potatoes." <p>Once children are familiar with the pattern, invite them to join in by asking: "What do you see?"</p> <p>The Teacher's Guide for every Investigation includes an overview, schedule, investigation components, a family introduction letter, investigation at a glance, daily routines, transitions and learning centers set up.</p> <p>An Investigative Planner is provided for each week of the investigation with explicit instruction and model lessons. The Teacher's Guide offers flexible lesson plans and activity choices that allow the teacher autonomy to tailor the lessons to the specific needs of her children.</p> <p>There are explanations of assessment opportunities and provision of guidance for assistance with children who need additional support or scaffolding.</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>The curriculum directs teachers to maintain a portfolio is kept on each child documenting developmental progress in the form of observations, anecdotal notes, work samples and photographs. For example, at the Investigation Station during Under Construction, page 55, it is suggested that evidence of child's progress be collected over a period of time by periodically, taking photographs of each child's structure and record anecdotal notes of their response to questions such as What are you building?, What did you notice about ...? What happens when...? Assessment cards are also provided for evaluation of skills. At the end of each investigation, an assessment checklist is completed to document progress (not yet, developing, secure). Assessment information is then shared with parents and administration. In Watch It Grow Investigation, an assessment is</p>

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			included to observe children as they use the software program. The educator records his/her observations as anecdotal notes. An example in Splash and Dig Investigation, the educator is to note whether children are able to identify beginning letters in familiar words.
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	Yes	Within the component of the daily lessons, assessment tips are provided in a tagged memo to the side of the page. A Checkup section is provided following some lessons such as the small group literacy activity in Under Construction, page 82-83 to assess knowledge of rhyming words. In Splash and Dig Investigation, the teacher notes whether children understand how their actions affect the environment by using Assessment Card 88 to assess this skill and to implement intervention strategies.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.).</p>	Yes	Materials are available in different formats, both print and non-print. With regards to technology, theme 5 objectives include the use of a variety of software packages with audio, video, and graphics. There are instructions to start, use, and exit software programs; children are able to listen to and interact with books in electronic forms and have opportunities to follow basic oral or pictorial cues for operating programs..
	<p>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.</p>	Yes	The investigations appeal to young children's interest through additional materials and activities. An example in theme 5, page 72, Literacy: Digging the Alphabet Gather the small group around the sand table where there are buried plastic letters l, y, h, c, e, v, d, a, n, p, f, s, and m. Dilly’s Alphabet Show is displayed, and children dig for a letter. When children have all found one letter, they take a turn naming the letter and finding it in Dilly’s Alphabet Show. They point to words they see on the page that begin with their letter. The children read the words

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			together and continue digging until all the letters have been found.
<p>7. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>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.</p>	Yes	<p>Parent letters are in English and Spanish. Theme 3 on page 25 is a letter about the theme in Spanish. Theme 5, page 56, has the following tip for educators: "Have English language learners say the word water each time it appears in the poem." These types of ELL tips are included throughout the themes "investigations. Differentiation activities are included in throughout themes, for example, in theme 5 on page 59, side note to educators states, "Inclusion: If some children have trouble clapping hands with a partner, let them use a rhythm instrument." .</p>
	<p>FOR ALL CURRICULUM TYPES:</p> <p>7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children's needs/interests.</p>	Yes	<p>Scheduled times for activities are flexible. For example, in theme 3, Healthy You on page 21, a sample whole and half day is given. Flexibility and choice are built into each theme, allowing teachers to choose the lessons and activities that best fit their schedules...</p>
<p>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>8a) Provides a variety of activities to extend learning from the classroom into the home.</p>	Yes	<p>Each investigation or theme has a parent newsletter. Also, there are ways to maintain ties with family members and primary caregivers throughout the Investigation with Home and Back books and journal activities. In addition, a celebration is included at the end of every Investigation with a Family Investigation Night. At the beginning and ending of the school year, teachers are instructed to use the Family Surveys to guide instruction, improve staff performance, and keep the lines of communication open.</p>
<p>FINAL EVALUATION:</p> <p>Tier 1 ratings receive a "Yes" in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.</p> <p>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.</p> <p>Tier 3 ratings receive a "No" in Column 1 for one or more of the Non-Negotiable indicators.</p>			
<p>Compile the results of Sections I and II to make a final decision for the material under review</p>			
<p>I: Non-Negotiables</p>	<p>1. Content Within the Parameters of the Standards</p>	Yes	<p>The materials and activities provide numerous opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning Standards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Appropriateness of Curriculum Materials and Activities	Yes	The schedule reflects whole group, small group and learning center times during the day. Flexibility and choices allow the teacher to select the activities that best meet the interests and needs of the children and children have opportunities to choose from materials and activities within those interest areas..
	3. Complexity of Curriculum Materials and Activities	Yes	Materials and activities are presented in a logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials and Activities	Yes	There are opportunities for repeated read alouds and background knowledge building activities; math activities and materials devote a large amount 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 teacher.
	5. Assessment	Yes	Assessments are consistent with the Louisiana Birth to Five Early Learning Standards and data is collected in a variety of appropriate ways throughout daily activities and at the culmination of each Investigation.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Yes	Materials and activities are presented through a variety of formats, and there are activities to support learning beyond the daily opportunities.
	7. Scaffolding and Support	Yes	There are suggestions for supporting the needs of individual learners included ELL and children who may need additional scaffolding support to meet the learning objectives.
	8. Activities/Materials Supporting Parental Participation	Yes	There are multiple opportunities within the curriculum to engage parents, and there are sample letters and other suggestions for their involvement.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.