

The experiences children have and the skills they develop during their early years help lay the foundation for their future growth and development, increasing their opportunity for success in school and in life. With infants and toddlers, the teacher's role is not to teach in a traditional sense per se but to observe and react on what infants and toddlers are experiencing and how they learn – and then to support this learning and development process through interactions, the relationship with the child and the provision of experiences in an environment that contributes to the child's success. In short, an excellent infant/toddler curriculum enables the teacher to provide an environment and set of individualized and integrated experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for infants and toddlers.

Title: **Little InvestiGators**

Age Levels: **Infant and Toddler**

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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. Organization Of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Supports Parent Participation (Non-Negotiable)	
6. Implementation Format of Materials, Activities	
7. Assessment	
8. Scaffolding and Support	

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.

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>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 across 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>Activities provided in the Infant and Toddler Play and Grow Cards are appropriate for the children's developmental level across each of the Louisiana Birth to Five Early Development Standards.</p> <p>The monthly activity calendars in the Family Corner Guide have activities appropriate and based on the domains found in the Birth to 5 Standards.</p> <p>The Progress Reports are given every 3 months and reports on all the domains.</p> <p>Pages 1 and 2 of the Baby Family Corner Guide provides typical characteristics of children in each age group across all developmental domains.</p> <p>Approaches to Learning (AL 1-Explore, investigate and acquire knowledge)- Toddler Play and Grow Card-(TPGC)- 455- Encourages children to seek out and discover new things.</p> <p>Approaches to Learning (AL3-Recognize, understand and analyze problems)-TPGC- 499- "Traveling Water" - Nurtures the development of problem solving as children encounter obstacles.</p> <p>Approaches to Learning (AL 4-Demonstrate creative thinking when using materials, solving problems)- TPGC- 500- "Race Day" Allows children time and opportunities to experiment with objects in new and unexpected ways.</p> <p>Creative Thinking (CC2-Visual Arts)- TPGC-450- "Clay Sculptors" Uses creativity, imagination, and problem solving to create sculptors.</p> <p>Creative Thinking (CC3-Dramatic art and play)- TPGC- 453- "Center Stage!" Activity promotes dramatic play while using props.</p>

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			<p>Math-(CM2 -Understand patterns) Infant Play and Grow Card (IPGC)-197 "Beanbag Toss" -Activity promotes the development and awareness of patterns, colors and shapes.</p> <p>Math (CM1-Understand number)-IPGC-116 - "Snack Time Counting"- Developing counting skills as well as fine motor development.</p> <p>Math (CM1-Understand number)- TPGC- 451- "Stacking Tall" - Builds number recognition and one-to-one correspondence while counting.</p> <p>Science-(CS3-Life Science) TPGC- 208 "Nature Time!"- Children explore nature while collecting, sorting and comparing leaves.</p> <p>Science (CS1-Scientific inquiry)-IPGC-113- "Sounds to Go!"- Children are encouraged to explore objects around them that make sounds. Activity encourages sensory exploration.</p> <p>Social Studies (CSS2 and 3-Describe people/events and demonstrate awareness of culture/characteristics of people) -IPGC- 91- "Hi, Neighbor"- Children are encouraged to explore and recognize familiar people, places, and things while building awareness of cultural diversity.</p> <p>Language and Literacy (LL6-Different units of sound in language)-IPGC- 131- "Fill in the Blank" Children fill in the blank of familiar songs and rhymes which aids in the development of Phonological Awareness and strengthening language skills; Language and Literacy-TPGC- 228- "Storm Sounds"- Children talk about sounds they hear during a storm which allows children to practice phonological awareness activities.</p> <p>Language and Literacy (LL1-Comprehend/use language)-TPGC 219- Use repeated words</p>

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			<p>children will associate with time out when there are struggles over a toy</p> <p>Physical/Motor Development-(PM1-Gross Motor) IPGC- 139- "Animal Taxi"- While learning about animals, children are encouraged to practice balance, stability, control and coordination skills.</p> <p>Social-Emotional (SE1-Develop healthy relationships/interactions)- TPGC- 472- "How Do You Feel?" -Builds awareness of child's feelings as well as peer emotions and feelings. Allows children to express their feelings while promoting language and vocabulary development.</p>
	<p>1b) A large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities promote social interactions/relationships, cognitive skills, and physical/oral motor responses).</p>	<p>Yes</p>	<p>IPGC & TPGC include activities and materials needed across the domains and are integrated.</p> <p>TPGC- 237- "Scarf Dancing" Focuses on Physical and Motor Development but also fosters the development of literacy development. It also provides opportunities to understand and respond to nonverbal and verbal communication.</p> <p>TPGC- 352- "Little Architect"- Activity address Approaches to Learning. Children show an ability to acquire and use information in new ways, but also have to use math skills in regards to Spatial Relationships.</p> <p>IPGC-137- "Rhythm and Rhyme" -Introduces new songs and rhymes through music while building literacy and language skills.</p> <p>IPGC- 115- "Snacktime Counting" Develops counting skills while allowing children to strengthen pincer grasp. Also gives opportunities for children to build math vocabulary and language development.</p>
	<p>2a) Materials and activities focus on relationships, emotional connection, and responsive caregiving.</p>	<p>Yes</p>	<p>TPGC- 229- Animal Sounds- Children are encouraged to respond and listen to others.</p>

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<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>TPGC- 213- "Bedtime for Bears"- Children are encouraged to imitate the behaviors of adults who take care of them.</p> <p>IPGC- 128- "Face Time" - Fosters the development of nonverbal and verbal communication with others.</p> <p>IPGC- 97- "Tummy to Tummy" - Provides opportunities for the child and caregiver to build relationships and promote one to one interactions.</p> <p>The Welcome Guide on page 6 provides teachers with information and suggestions regarding responsive Caregiving.</p> <p>The parent survey in the Family Corner Guide provides valuable information for the caregiver to learn about the child and make the transition from home to school as comforting at possible.</p>
	<p>2b) Materials and activities provide caregiving routines that support health and safety of children.</p>	<p>Yes</p>	<p>The Welcome Guide has a family survey to find out about health routines at home such as napping, toileting, diapering, etc.</p> <p>Page 5 of the Baby Family Corner Guide provides information to parents for healthy eating habits.</p> <p>IPGC-108-"Finger Food"- Reminds Caregivers to check for children with allergies.</p> <p>IPGC-90- "See, Shake, Hear- Reminds Caregivers to clean and sanitize containers being used during this activity.</p> <p>IPGC 190- "Color Cubes" Reminds Caregivers to look for possible choke hazards.</p> <p>TPGC- 207- "The Getting Dressed Song" - Encourages children to practice and develop self-care skill.</p>

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	<p>2c) Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs.</p>	Yes	<p>TPGC-2015-" Taking a Trip"- Helps children develop and understanding safe and unsafe behaviors..</p> <p>Infant and Toddler Play and Grow Cards give caregivers opportunities to observe and document individuals' development and growth. Sample questions are provided on the observation section of the Play and Grow Cards that naturally lead the caregiver to reflect on what they observe while a child is engaged in the activity. Questions are designed to guide caregivers while they observe individuals actively engaged in activities.</p> <p>Play and Grow Cards for Infants and Toddlers provide an Index that is set up to address children needs by listing activities that are appropriate for different age groups, for example Infant 0-8 months, 8-18 months etc.. The Index also lists activities by domains in order for caregivers to better plan activities needed based on an individual child's interest and developmental need.</p> <p>Assessment Guide Includes: The Daily Report on page 14 communicates the child's daily activities, routines, and experiences.</p> <p>The Progress Report on pages 15–16 shares with families the child's growth over the domains.</p> <p>The Observation Checklists on pages 17–19 documents each child's growth in all the developmental domains.</p> <p>The Portfolios for each child documents and helps provide data for the checklists across the domains.</p>
	<p>2d) Materials and activities are included that are culturally sensitive.</p>	Yes	<p>The cards have "Dual Language" suggestions for incorporating different languages into the activities by using the parents as resources to</p>

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			<p>bring in their culture. "Zoo Groove" is an example of a dual language suggestion by asking parents about animal sounds in their culture. On the card "Waiting, Waiting" the activity includes having photographs for new words to help build vocabulary.</p> <p>The Welcome Guide on page 11 discusses how this program is culturally sensitive and provides suggestions for supporting a culturally sensitive program (for example, introducing a story with key words from one language before reading in another)..</p> <p>IPGC- 85- " Book Picnic"- Use of children's favorite books and also recommend that caregivers involve parents by asking them to provide titles that are home favorites and also are written in home language.</p> <p>IPGC -91- "Hi, Neighbor"- This activities promotes the awareness of relationships to family, community, and cultural groups.</p> <p>TPGC- 474- "Family Slide Show"- The use of technology and digital photography is used to aid children in the understanding of cultural diversity.</p>
<p>3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>3a) Materials and activities optimally support children’s learning at different developmental stages (e.g., <i>security</i> for infants, <i>exploration</i> for mobile infants, and <i>identity</i> for toddlers).</p>	<p>Yes</p>	<p>The Play and Grow Cards give 3 different stages of what the activity should look like in different ranges of a child’s development (for example: Infant Cards: 8-18 months, 18-24 months and 24-30 months).. The middle is the targeted range and then one step above and one step below is outlined at the other two age ranges which helps teachers see what development looks like preceding and after a given age..</p> <p>Baby InvestiGators Family Corner Guide provides information regarding the importance of play. This section gives information and examples of</p>

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			<p>the different developmental stages of Infants, for infants who are sitting, crawling and walking.</p> <p>The Baby InvestiGators Family Corner Guide gives Monthly activity Guides to foster developmentally appropriate home activities.</p>
	<p>3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines).</p>	<p>Yes</p>	<p>Play and Grow cards are designed and presented in a logical, coherent progression. The activities from the Infant and Toddler cards get more complex overtime. Interactions between caregivers and peers deepen. Activities are designed to reinforce more peer interactions. The cards also provide the age progressions allowing teachers to know what the child would be doing at the different age levels (for example TPGC 201-8-18 months Use new vocabulary, 18-24 months - use words ending in plural "s" to indicate plural, 24-30 months-use possessive words).</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4a) Language and literacy development is emphasized through resources and activities that support (where age and developmentally appropriate):</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering), • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate, • Open-ended questions that do not have a “yes” or “no” answer, • Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage, • Regular and repeated read-alouds of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development, • Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message), and • Print awareness and letter knowledge. 	<p>Yes</p>	<p>Page 6 of the Baby Family Corner Guide gives information to parents about how to encourage language skills by playing games.</p> <p>Page 8 of the Baby Family Corner Guide explains to parents how to read with their infants at home to help with literacy development.</p> <p>The monthly activity calendars have activities to guide parents in building language and literacy at home.</p> <p>Conversations- TPGC-224 "Daily Wrap-Up"- Children take turns practicing the simple back and forth/ turn taking during conversations.</p> <p>Social Interactions- TPGC-226- "Imitation Creations" Children work together to replicate each other’s drawings while explaining and communicating with each other in regards to their drawings.</p> <p>Social Interactions-TPGC-213- "Bedtime for Bears"- Allows children opportunities to observe</p>

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			<p>and imitate sounds, gestures, and/or behaviors of peers and adults around them.</p> <p>Open-ended questions-IPGC- 132- "Picture Hunt"- Activity encourages and is arranged to promote open-ended questions. Where, Why, and How questions can be used during activity. Open-ended questions-TPGC-479-"Talk and Play" Activities promote the use of higher order questions, for example: "How do you do that? What are you doing? Can you explain why you did ____ this way?"</p> <p>Use of Text- IPGC-104- "The Hello Songs"- Uses sounds, gestures, and words to communicate with an emphasis on rhymes and finger plays. Use of Text-IPGC-106- "Tummy Taps"- Songs and Rhymes used to promotes relationships. Use of Text-IPGC-136- "Songs in Books"- Use of familiar and traditional songs and rhymes, for example, "Hush Little Baby", "Rain, Rain, Go Away" etc.</p> <p>Use of Text- TPGC- 202-"Rhyme around the Circle" uses rhymes and finger plays to engage with peers.</p> <p>Read- Alouds- TPGC- 204- "Time for Bed"-Use of children's favorite books during read-alouds. Read-Alouds- TPGC- 471- "My Special Book" - Activity provides opportunities to share children's favorite books during read-alouds. Prewriting- IPGC- 129- "I Write, You Write" - Activity promotes "Shared Writing" experiences. Caregivers and children take turns writing. Provides opportunities for caregivers to model writing.</p> <p>Prewriting- IPGC- 108- "Finger Foods" - Reinforces the development of self-help skills. Also allows children to strengthening eye hand</p>

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			<p>coordination and development of pincer grasp need for writing.</p> <p>Prewriting-TPGC-235-"Foam Painting"- Uses paintbrushes and writing tools to develop finger and hand control needed for writing.</p> <p>Print Awareness- IPGC- 135- "Books to Touch"- Activity builds print awareness and the proper handling of books.</p> <p>Print Awareness- IPGC- 126- "Pick a Book"- Promotes choice and proper handling of books.</p> <p>Print Awareness- IPGC- 85- "Book Picnic" also reinforces the purposes of print and the act of sharing favorite books.</p>
	<p>4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support (where age and developmentally appropriate):</p> <ul style="list-style-type: none"> • Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs), • Development of science concepts (e.g., body parts, weather, plants, animals), • Perseverance and persistence to solve problems, • Curiosity and exploration, • Creative thinking (e.g., pretending, make-believe play, role playing), and • Awareness of rules and responsibilities. 	<p>Yes</p>	<p>Math- TPGC-493- "Hula-Hoop Sort"- Children sort objects by color, shape, patterns, and pictures.</p> <p>Math-TPGC-496-" Freestyle" Children develop interests and skills related to numbers and counting.</p> <p>Science-TPGC-492- "Growing Gardens"- Planting a community garden and observe changes happening.</p> <p>Science- TPGC- 480- "Soft, Slimy, Sticky"- Promotes sensory exploration.</p> <p>Perseverance and persistence- TPGC- "Cup Tower Target"- Activity builds problem solving skills as well as persistence. Children are encouraged to continually build towers and knock them over in order to plan alternate ways to structure towers.</p> <p>Creative Thinking- TPGC- 482- "Drive Through"- Encourages children to engage in dramatic play activities.</p> <p>Awareness of rules and responsibility-IPGC- 99- "We Can Stop"- Reinforces the development and</p>

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			<p>awareness of simple routines while developing an understanding or rules and limitations.</p> <p>Awareness of Rules- TPGC-220- "Special Spot"- Allows children opportunities to practice simple routines while developing an understanding of rules and limitations.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>5a) Materials provide a variety of parental engagement activities to strengthen children’s learning and development.</p>	<p>Yes</p>	<p>All Infant and Toddler Play and Grow Cards have a section for parents. Suggestions are given to teachers to share with parents to reinforce the activities children are presently participating in.</p> <p>Baby and Tots (Toddler) InvestiGators Family Corner Guide provides monthly home activity calendars that are developmentally appropriate. Activities provided foster the growth of the "Whole Child".</p> <p>The Family Corner Guide also gives parents information regarding the importance of reading and literacy development, healthy food choices, importance of language development and significance of nurturing their child's imagination.</p> <p>Parents are encouraged to complete an Individual Care Plan in order for teachers and caregivers to have a better understanding of the unique needs of their child.</p> <p>The Family Guide explains to parents about the Sharing Shelf as a resource.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p>	<p>6a) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including individual and cooperative play, interest areas and centers, small group and individualized attention.</p>	<p>Yes</p>	<p>Infant and Toddler Play and Grow Cards are designed so many of the activities can be done both indoors and outdoors. Three areas are addressed when using the Play and Grow Cards. These areas are as follows: Routines, Play Spaces and Outdoor areas. These activities address the following developmental domains: Language and</p>

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<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>Communication, Physical and Motor, Cognitive, Social/Emotional Development as well as Approaches to Learning. The younger Infant activities are designed for individual children and their caregivers. The activities do increase in complexity and address peer relationships, small group, and cooperative play activities, but still address individuals' specific needs. Teachers are encouraged to select the cards that best work for individual children and combine them using a colored ring so that their plans for that child are ready for the week.</p>
	<p>6b) Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child.</p>	<p>Yes</p>	<p>Materials required to complete activities are listed on each individual Play and Grow Card. Some examples of need materials are as follows: small toys, soft toys, blocks, stacking cups, blankets, favorite books, cubes, picture books, rattles and noise-making toys. photos of children and families. bouncer, booster seat, etc..</p> <p>There are different types of materials needed for infants than toddlers. If items are small, choking hazards then the safety information is provided for teachers.</p> <p>It appears all materials needed to complete activities on Play and Grow Cards need to be provided or collected by the teacher. Materials do not appear to be included with InvestiGators Program Components.</p> <p>The materials teachers are instructed to collect are the kind/type that would aid in the development of fine motor, memory, listening, language, problem-solving etc.</p>
	<p>6c) Materials are available in appropriate formats (e.g., vinyl books and board books) and different formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p>Yes</p>	<p>Materials needed to complete Play and Grow Daily Activities are in appropriate formats. Picture Books, Favorite Books, music, art materials etc. get more complex from the Infant Cards compared to Toddler Cards. There is an on-line Continuum of Growth and Development resource</p>

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<p>7. ASSESSMENT</p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>7a) 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, parent perspectives).</p>	<p>Yes</p>	<p>that provides goals and indicators for children ages 0-4.</p> <p>The Assessing Growth and Development document provides teachers and caregivers information on the best ways to assess growth and development of children. The forms included in this document are as follows:</p> <ul style="list-style-type: none"> -Daily Report-pg. 14- gives parents information regarding foods eaten, activities the child participated in and diaper and toileting information. -Progress Reports- given every three months- provide information pertaining to the child's Language, Communication, Physical and Motor, Cognitive, Social/Emotional Development as well as Approaches to Learning. -Checklists - which provide information in all developmental domains. <p>Teachers are also encouraged to create individual Portfolios for children where individual work samples and anecdotal notes can be stored and used during parent/teacher discussions and conversations.</p> <p>TPGC-474- "Family Slide Show"- use of technology and digital pictures to document children and family activities which can be used to assess a child's development.</p> <p>TPGC-499- "Traveling Water"- Family Time section encourages parents to document their child's development through pictures and anecdotal notes, which then can be shared with teachers and families</p>
	<p>7b) Assessment occurs frequently to assure that knowledge of each child's development is up-to-date and accurate.</p>	<p>Yes</p>	<p>The assessment guide indicates that Progress Reports are sent out every 3 months. Portfolios are added to at any time with the children's work samples and can be used to provide data for checklists. There are also daily reports to parents that document the child's day.</p>

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	<p>7c) Assessment attends to the child’s functional capacities in natural contexts.</p>	<p>Yes</p>	<p>Infant and Toddler Play and Grow Cards give teachers and caregivers opportunities to assess children in the natural context of the learning environment. Questions provided for teachers gives specific information regarding the child's development and growth. The questions are also designed to promote reflection regarding a child's individual development and growth in each developmental domain. Answering and documenting these observations helps the teacher to plan future lessons and activities.</p> <p>Anecdotal notes can be taken during the child's play experiences in the areas they are most comfortable.</p> <p>Portfolios can include several types of assessments that have been collected from natural contexts.</p>
<p>8. 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>8a) Appropriate suggestions and sufficient instructions are provided to support the varying needs of children (e.g., English language learners and children with special needs, etc.).</p> <p>Examples may include supportive language, ideas, or movements, or an open-ended question that prompt children to extend or expand their ideas and facilitate new and more complex thinking or exploration.</p>	<p>Yes</p>	<p>All Play and Grow Activity Cards have a section which gives suggestions to modify activities to support the varying needs of English language learners and children with special needs.</p> <p>The Play and Grow Cards have "Dual Language" suggestions for incorporating different languages into the activities by using the parents as resources to bring in their culture.</p> <p>The Play and Learn Cards have an area where it is appropriate to make accommodations for children with special needs.</p> <p>The Welcome Guide on page 11 provides suggestions for making the classroom sensitive to needs of varying cultures (for example: using dual language labeling and materials from many cultures.</p> <p>TPGC- 472-" Show Your Feelings" Modifies activity by using puppets for children with communication delays.</p>

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			<p>TPGC- 488- "Skee-Ball" Suggestions are given to accommodate children with limited mobility.</p> <p>IPGC- 117- "Give a Clap!"- Modifications are suggested for Dual Language Learners. Suggestions to repeat words as the teacher demonstrates actions in order to help child acquire new vocabulary.</p> <p>IPGC-145- "Match the Puppet"- Teachers are instructed to create a bulletin board with multilingual terms for emotions.</p> <p>Many of the activities provide prompts for children to extend and expand ideas and aids in facilitating more complex thinking while constantly encouraging exploration, for example: Play Spaces: Gross Motor Card - Circle of Objects allows children to reach out to objects placed in view while the teacher talks about them.</p>
	<p>8b) Sufficient instructions are provided for teachers to use the materials and activities.</p>	<p>Yes</p>	<p>On page 10 in the Welcome Guide has a lesson plan format for the teacher to organize and plan implementation of the activity cards.</p> <p>The Play and Grow cards have easy to understand and follow, explicit instructions on what the teacher needs and how to implement the activity.</p>
<p>FINAL EVALUATION:</p>			
<p><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.</p>			
<p><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.</p>			
<p><i>Tier 3 ratings</i> 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>	<p>Yes</p>	<p>All of the activities included in this program address all the Louisiana Standards.</p>
	<p>2. Appropriateness of Curriculum Materials and Activities</p>	<p>Yes</p>	<p>The activities and suggested materials in this curriculum are developmentally appropriate.</p>
	<p>3. Organization Of Curriculum Materials & Activities</p>	<p>Yes</p>	<p>The structure of the guides and activity cards are logically sequenced for the typical development of infants and toddlers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Quality of Curriculum Materials and Activities	Yes	This program includes quality activities but the materials are just suggested and need to be collected by the caregiver.
	5. Activities/Materials Supporting Parental Participation	Yes	This program is very supportive of bridging the gap between home and school. Parents are given quality child development information on how to support their child's development at home.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Yes	Activity cards promote a variety of opportunities for children to achieve success.
	7. Assessment	Yes	Assessment is a strength in this program. It provides opportunities to assess children in the natural context of their play.
	8. Scaffolding and Support	Yes	Activities support all children including those with disabilities and ELL with experiences to be able to obtain the learning standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.