

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: **Starfall PreK4 Curriculum**

Age Levels: **Three and Four**

Publisher: **Starfall Education Foundation**

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

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
3. Complexity of Materials (Non-Negotiable)	1. Within Parameters of Stnds. (Non-Negotiable)
5. Assessment (Non-Negotiable)	2. Appropriateness 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
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 type="checkbox"/> Yes <input checked="" 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>No</p>	<p>The curriculum provides opportunities and experiences for children to meet some of the Louisiana Birth to Five Early Learning and Development Standards for three- and four-year-olds. However, there are a number of standards and indicators that are not fully addressed.</p> <p>Approaches to Learning AL1 is demonstrated in Learning Centers. For example, the Discovery Center in Unit 4 Week 12 encourages student curiosity in experimentation with water activities. However, the program does not explicitly demonstrate AL 2, AL3 and AL 4, which cover skills relative to identifying and understanding cause and effect relationships, making specific requests for help from peers and adults, using strategies to investigate possible solutions to accomplish a task or solve a problem, and gathering information and asking complex questions in order to understand a new or familiar concept.</p> <p>Cognitive Development/ General knowledge: Creative Thinking and Expression CC1 Unit 1, Week 1, Day 4 p. 20 during Circle Time the children express thoughts and feelings through movement and musical activities. Evidence of standards such as using instruments or other objects to produce complex beat and rhythm patterns, opportunities to describe changes in tone, melody, rhythm and tempo, and describing specific elements of pieces of art are nominal.</p> <p>Cognitive development/ General Knowledge: Mathematics CM1 is represented in Unit 3, Week 9, Day 1 pg. 208 during the Small Group and Exploration activity "Solve Story Problems" which allows children the opportunity to indicate and identify number cards 0-6. Children then use white boards to practice writing the numerals.</p>

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			<p>CM 2 is addressed in Unit 1, Week 4, Day 3, pg. 19 during Circle Time where children have pre-cut shapes to hold and create the AB pattern with the shape of a circle and triangle. Children then continue the activity by creating the ABC pattern by incorporating the shape of a square.</p> <p>Cognitive Development/ General Knowledge: Science CS 1 is addressed during Unit 3, Week 8, Day 1 pg. 11 where the teacher and children discuss which parts of the body help us learn about our world. CS4 is addressed daily during Gathering Time. Unit 4, Week 11 pg. 250- 271 takes this standard a step further as children explore various weather conditions, predict what happens when the wind blows, and conduct an experiment in which the children create a rain cloud.</p> <p>Cognitive Development/ General Knowledge: Social Studies CSS 3 is represented in Unit 4 Week 1 Day 1 in a whole group discussion of day and night during Morning Meeting. Children are introduced to a globe as a representation of the Earth, locate the United States and then observe as the Earth turns, the sun (a flashlight) shines on different parts of the globe. CSS 2 is addressed throughout the curriculum during various Holidays (e.g., see Winter Holiday Plans pgs. 4,8,10,12, and 15) and an activity “Diversity Sheet” children complete an activity on diversity.</p> <p>Language and Literacy Development is evident throughout themes and daily lessons. LL3 is evident in Unit 5, Week 14, Day 2 p. 332 during Story Time. For example, before the story The Frog Prince is read, the children discuss print concepts (i.e., Title, Author, Illustrator, Front and Back covers, where the words begin on a page, and how to turn one page at a time). LL 4 is addressed during Unit 1, Week 2, Day 1 pg. 8 under “Storytime,” The teacher reads the story</p>

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			<p>Gingerbread Boy and two children are called to sequence the story. The children decide if the two classmates sequenced the story correctly.</p> <p>LL6 standards are addressed daily throughout all lessons as evidenced in rhyming, syllable clapping, blending and segmenting words, alliteration and phoneme recognition activities. However, there are some standards indicators that are not as strong including asking questions about a specific topic, activity or text read aloud, using new vocabulary acquired through conversations, discussing basic similarities/differences in print read aloud, and counting, pronouncing, blending and segmenting syllables in spoken words using actions.</p> <p>Physical Well-Being and Motor Development PM1 pg. 14 Teachers Guide is addressed throughout the "Outdoor Activity" time and the daily "Warm Up Your Brain Activity". The Daily Warm Up your Brain Activity consists of children moving their body to help develop small and large motor control and to improve coordination. Unit 2, Week 6, Day 3 Pg. 19 During the Warm Up Your Brain Activity, children twist at the waist with their arms stretched to the sides, then shout "1,2,3,4,5." The children repeat by bending at the waist to touch their toes. PM 5 is addressed in Unit 3, Week 10, Day 1 pg. 229. During Morning Meeting, children discuss safety. The lesson includes Safety Practices both inside the classroom and on the playground. The children locate 5 places to stay safe inside of a school building. Children then act out solutions to problems. The lesson extends to outdoor learning time, where children locate areas that are important to practice safety tips.</p> <p>Social Emotional Development SE 1 Unit 1, Week 1, Day 2 p. 12 lesson help develops a healthy relationship with peers and</p>

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			<p>adults. For example, using the Attendance Board and Gingerbread Boy children develop cognitive flexibility. Children think flexibly when teachers switch their attention from one situation to another (e.g. counting how many children are present on the Attendance Board to introducing Gingerbread Boy into the discussion and consequently adding his name to the Attendance Board). Children develop inhibitory control when they wait their turn to speak. Social emotional skills are promoted daily through "Gathering" activities. SE 2 is developed through the use of Emotion Cards. These cards are used throughout the units. In Unit 2, Week 5, Day 1 the cards "sorry" and "disappointed" are emphasized. Children describe how they can express feeling sorry or disappointed to their peers. Unit 3, Week 10, Day 5 pg. 245 explores story character feelings using vocabulary such as "curious" and "dissatisfied."</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" 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 materials and activities are provided through a balance of teacher-directed and child-initiated experiences. The "Learning-Centered Classroom" approach as described in the Teacher Manual includes the use of teacher observation during 45 minutes of child-initiated, uninterrupted play. Children choose the center in which they wish to work and which materials they use. The curriculum uses open-ended materials with a teacher as a facilitator approach to learning. On pg. 3 in the Teacher's Guide it states that children are free to make choices, explore on their own, solve problems, and share with friends. Within the daily schedule there are teacher-directed discussions, small group instruction, and story read-alouds creating a balance of time between teacher-directed and child-initiated experiences. Children move freely among Exploration activities facilitated by the paraprofessional while the teacher conducts pull out sessions with Small Groups of students.</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>Materials and activities allow a significant amount of time for children to use interactive and hands-on approaches. The structure of the day allows for child-initiated exploration of 8 identified learning centers. The identified centers include: Computer, Art, Library, Dramatic Play, Construction, Writing, Discovery, and Math. Each unit includes suggested materials to incorporate in each center related to the theme and skills being taught. Unit 1, Week 2 pg. 28-29 includes the first materials and suggested activities list. As the units progress, the amount of materials may change to fit a common unit theme and become more challenging to meet the increasing needs of the children. A large portion of the day is dedicated to Learning Centers which allow for practice of skills covered during large and small group gatherings. This time of the day is utilized in developing 21st Century skills or STEM through daily and multiple hands-on experiences, and by integrating STEM into the curriculum. For example, the Construction Center in Unit 5, Week 14 pg. 325 provides an activity for children to build a pet store with blocks. To do this the children must use engineering principles that lead to an understanding of the scientific concept of gravity. During block play, children problem solve and use different strategies when redesigning and improving their structures. Children have opportunities to sing and move during the "Gathering", "Morning Meeting", "Storytime", and Outdoor activity. During Exploration/Small Group four days a week a specific area is designated for students to do games and activities using materials that are not necessarily utilized in learning centers that are tied to skills covered in the theme, for example in Unit 2, Week 6, Day 1 pg 14 students are introduced to money. Students use five smooth stones, five pennies, and number cards. Additionally, students are able to use technology when visiting the Computer Center. The starfall website is an</p>

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			interactive website where children can practice letters, sounds, words in sentences, stories to reinforce the day's lesson, numbers, colors, songs, and rhymes.
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	Yes	<p>Materials and activities are culturally sensitive to a global world. Trade books contain a variety of cultures and families. The Teacher Guides for Units 1, 3, and 7 display an array of ethnicities depicted in sample classrooms and materials. The online component also maintains cultural diversity in its use of a variety of ethnicities and genders. Throughout the units, there is consideration of multicultural traditions and holidays represented as they fall in the calendar year. The Seasons Poster used in Unit 4, Week 12, Day 3 pg. 286 depicts various races in a sensitive manner. The learning activities on the interactive website are culturally sensitive and depict children or characters of different ethnicities and cultural backgrounds. Moreover, characters with physical disabilities are represented in positive ways. American Sign Language is incorporated throughout the units. The materials also reflect the diversity of children in the schools and communities.</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	Yes	<p>Materials and activities are incorporated throughout a variety of settings. The daily schedule is comprised of a Gathering, Morning Meeting, Learning Centers, Circle Time, Story Time, and Small Group and Exploration. These moments drive and provide opportunities to develop a classroom community embedded with its own daily procedures and traditions which are an important part of an early childhood setting. The children are free to make choices and explore at their own developmental levels during centers.</p> <p>The curriculum also includes a specific section, "Materials," that includes a list of materials used to carryout the activity. In Unit 4, Week 12, Day 1, pg. 281 the materials list for Small Group &</p>

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	<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>No</p>	<p>Exploration states materials needed are one circle cut from the center of a paper plate, glue, paintbrushes, tissue paper in shades of yellow, and orange, and yellow and orange construction paper. The teacher works with a group and the paraprofessional works with a group during small group settings.</p> <p>There is evidence that some of activities and materials match the objectives/skills indicated in the units. For example: Unit 1, Week 1, the students are shown a book Draw Dragon Dot Eyes. The story ask students to locate China on a globe where the character lives which supports CSS 3 developing an awareness of geographic locations, maps, and landforms. However, there are also instances when there is no link between the objectives listed in the Daily Plans and the activity. For example in Unit 1, Week 1, where the teacher introduces the rhyme, Mary Had a Little Lamb. The objective suggests children learn print concepts, and not listening for rhyming words/sounds. In this Unit, another objective is to make and verify predictions about the weather. Children make predictions but there is no indication that they verify whether the predictions are accurate. In Unit 2, Week 5 Helping Your Family activity, the objectives listed include recognition of numerals which is not an activity covered. In another, recognition of a child's first name is found under social and emotional development instead of a literacy objective.</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>Materials and activities present a logical and coherent progression of complexity over time. The curriculum recommends that each lesson is completed in sequential order because each lesson builds on the next. As noted in the Teacher's guide pg. 14 under the subtitle "Adding Complexity" children begin the curriculum by using the Everyday Calendar with important pictures that depict important events. The curriculum suggests that by the month of January</p>

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			<p>children should be introduced to a traditional calendar that displays days of the week and dates. In Unit 1, Week 1, Day 3 pg. 15 children begin discussing, exploring, and making predictions about the current weather. In Unit 4, Week 11 children become TV weather reporters using maps to locate different types of weather. Unit 4, Week 11, Day 1 pg. 259 Small Group and Exploration asks story read-aloud questions in relationship to the illustrations. Children are expected to use story illustrations to find meaning in the story. Complexity increases over time when in Unit 7, Week 22, Day 4 pg. 526 Story Time encourages discussion where the children compare and contrast how people grow and change like a tree. This encourages more abstract thinking.</p> <p>Vocabulary terms increase in complexity as the year progresses. In each Unit, vocabulary words are introduced weekly. The vocabulary words are strategically chosen to develop conceptual understanding of key concepts. For example in Unit 1, Week 1 Story Time, print concepts or parts of the book, <i>The Gingerbread Boy</i>, are introduced to the children and are revisited throughout the unit. However, in subsequent units such as in Unit 5, Week 14 vocabulary words increase in multi-syllabic complexity to build on the phonological lesson on syllables. Unit 5, Week 18 pg. 412 lists vocabulary terms for the read-aloud "Dinosaurs!" The vocabulary is content specific containing proper names of dinosaurs.</p> <p>In the beginning of Unit 1 all letters of the alphabet are presented. After week five a letter/sound is featured per week building a stronger phonemic awareness. There is a logical progression of phonological awareness skills starting with listening for words that are the same or different, identifying rhyming words, clapping syllables, participating in alliteration activities, blending and segmenting words and</p>

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			<p>finally to recognizing individual phonemes. Math concepts increase in complexity over time as well. Unit 3, Week 8 pg. 180 Math Centers focus on number cards 1-5. Children identify the numerals and draw objects to represent the number. Unit 7, Week 22, Day 3 pg. 524 Small Group and Exploration time builds on math concepts through the use of solving story problems. The children use up to 10 unifix cubes to represent "goats" and model addition and subtraction stories.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development • Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>	<p>No</p>	<p>Language and Literacy development is emphasized through resources and activities containing regular read alouds and frequent use of a repeated-reading approach.</p> <p>Time is spent on reading appropriately complex books aloud to children that pertain to the theme within each unit. However, opportunities during/after read-alouds do not support accelerated vocabulary development, and there is little or no evidence that children are using the words (e.g. see "forest," "fawn," and "exotic" in the Gingerbread story) and only some evidence that children draw or write to express understanding of text read aloud.</p>

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	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number quantities, and are consistent with the ELDS. Math domains are evident beginning in Unit 1, Week 5 with the use of the calendar routine to reinforce CM1. Unit 2, Week 6, Day 4, pg.22, during the morning "Gathering" children count the days they have been at school and count the days until a "homeday." During Circle Times or "Morning Meeting" math is often incorporated. For example, Unit 5, Week 14, Day 1, pg. 11 students clap out pattern demonstrating the childrens' understanding of CM2.</p> <p>A Math Center incorporated into the daily schedule allows for children to explore numbers and number relationships. During Learning Center Time, children have the option to visit the Math Center that reflects strategies that address the ELDS. The use of a Number Wall near the Math Center allows students to use numbers and representations of numbers on a daily basis. For example in Unit 2 students recognize numerals and using different ways to represent numbers. Children roll a die, then find the resulting numeral on the cards. They then cover that card with a math manipulative or plastic chip. Play continues until all numbers are covered. The children switch cards and play again. Unit 6, Week 20 includes the use of construction materials such as nuts, bolts, and screws to fit the theme. Children are encouraged to predict and estimate how many objects are in a jar. The children extend the lesson by writing the numeral prediction and then counting the objects. The children compare and contrast using math language such as more and less to support their predictions and demonstrationg knowledge of CM1 indicators.</p> <p>The use of math language and an understanding of numbers is also represented in other activities</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 	Yes	<p>throughout the school year in addition to daily center practice. Unit 4, Week 12, Day 3 pg. 287 Small Group and Exploration encourages children to identify numerals in there everyday environment in the activity "Numbers Everywhere." Evidence is further supported in CM 4 with Unit 5, Week 14, Day 3, Pg. 19, children understand position words by using a stuffed animal to place in front of, behind, under, etc.</p> <p>Math materials and activities adhere to the indicators of quality in regards to math language and vocabulary, conceptual understanding of math content, and perseverance and persistence in solving problems.</p> <p>There is noticeable emphasis on acquainting the children with Math language. In each part of the daily schedule, teachers are provided with language they can use to teach concepts, vocabulary and skills which are typically highlighted in blue for easy reference. Teachers are prompted to use everyday conversations to help build children’s understanding of mathematical terms as shown in Unit 1, Week 2 with the introduction of the word “Graph” as part of the Math vocabulary. The teacher defines the word for the children and explains the different parts of a graph. On Unit 1, Week 2, Day 3, the children analyze the Spice Graph by counting and identifying the most or fewest squares on the graph. By Week 4, the children begin to use graphs and charts to answer questions. Children are learning multiple higher order thinking skills such as predicting, creating, analyzing, and explaining an outcome. This graphing exercise implements the use of indicators in the subdomains CM1 and CM3.</p> <p>Math integration is supported during Morning Meeting times such as Unit 7, Week 22, Day 5 pg. 528. The children count a specified number of pennies or nickels when acting as the role of a buyer. Children are asked to sort pennies and</p>

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			<p>nickels from one another. As a lesson extension, the teacher creates word problems for the children to solve the number of coins (up to 10) needed to make a purchase. This activity supports the use of CM1 and CM2.</p> <p>The use of Math Language in the subdomain CM3 is supported daily during Gathering time. Children use the language of more/ less and the same when describing present and absent classmates. Math Language in Unit 3 Week 10 focuses on the sizes of a variety of objects. Children demonstrate knowledge of small, medium, and large through a variety of authentic experiences during this week.</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>No</p>	<p>There are some general explanatory materials/instructions for teachers, but the curriculum is limited in explicit examples or instructions for how teachers model learning tasks. For example general explanations include at the start of each Weekly lesson, pages dedicated to a materials list specific to the weekly plan. This list contains all materials related to the Starfall trade books and media, materials preparation by day and activity, a "Looking Ahead" component with preparation for the following week, a snack suggestion to match the theme, and an Outside Activity.</p> <p>The Learning Centers materials page contains a detailed activity to incorporate into the weekly theme along with suggested interactions and observations that the teacher should be looking for during learning centers, a materials list, and sometimes suggested preparations to make ahead of the week. Unit 1, Week 3 indicate the depth of materials needed early in the school year. Unit 3, Week 9 demonstrates the progression of complexity in challenging students as the year goes on. Teacher Resources includes Teacher's Guide, Big Books or Core Resource Books, Read-along CD's, Instructional Cards and a host of other resources and materials teachers can utilize in the classroom.</p>

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			<p>Examples where instructions for modeling tasks are limited include: Unit 1, Week 3 (Math Center) the teacher is instructed to show children examples of patterns. It does not specifically detail how to model or how to create a pattern. In Unit 1 during learning centers, Gingerbread Learning Center Clue cards are provided and there is no information on whether children are expected to be able to read them and limited direction on what the child is expected to do. In Unit 5, Week 14, the teacher is told to demonstrate or model how to skywrite Ee, touch the letter cards several times quickly. While the teacher is told what to say, there isn't an explicit example on how to model the learning task.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p>Yes</p>	<p>Assessments are consistent with the ELDS and are provided through a variety of appropriate methods. The Assessment Management System outlined in the Teacher Guide encourages a portfolio system that is managed by the teacher and includes child-created work samples. The Teacher Guide (see pg. 4) contains three assessment forms: 1) Individual Assessment Checklist (administered two times per year); 2) Class Assessment Checklist (used during observation periods) and 3) Learning Center Notes (for handwritten observations throughout the day). Both the Individual and Class Assessment Checklists include observations across the ELDS Domains: Approaches to Learning, Cognitive development and General Knowledge (including Math, Science, and Social Studies), Language and Literacy Development, Physical Well-Being and Motor Development, and Social Emotional Development.</p>
	<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>	<p>Yes</p>	<p>Methods to address children's learning is embedded throughout activities. The Teacher Guide (see pg. 4) outlines the assessment approach which includes observation and recording data that should occur spontaneously during play-based learning and teacher-directed</p>

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			<p>instruction. This includes, but is not limited to, personal interactions, class observation, collection of timely samples, and anecdotal records.</p> <p>The curriculum does not have a standard form for recording data which allows programs to tailor assessment according to their individual policies. According to the Teacher Guide (see pg. 26) the curriculum encourages teachers to modify or adapt the assessment/observation included to meet your specific needs. The curriculum encourages teachers to develop individual portfolios that include samples of student work, observation, notetaking, and assessment checklist.</p> <p>The Observe and Modify section for most daily activities tells the teacher what to observe, along with providing suggested scaffolds to support children's learning. The Interaction and Observation component of each of the centers, provides teachers with prompts on what skills to observe and reflect on. Day 5 of each week is used to work with students who may need extra practice..</p>
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 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	The materials and activities provide only some opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.
	2. Appropriateness of Curriculum Materials and Activities	No	While the materials and activities are culturally sensitive, appropriate, and there offer opportunities to practice skills through balanced teacher-directed and child initiated experiences, the objectives and activities are often misaligned.
	3. Complexity of Curriculum Materials and Activities	Yes	Materials and activities are presented in a logical and coherent progression of complexity over time.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Quality of Curriculum Materials and Activities	No	There are numerous opportunities for read alouds; math materials and activities devote a large majority of time to support children's understanding of numbers and the language of math and math content; Explanatory materials are generalized and do not provide specificity for modeling of skills and ideas.
	5. Assessment	Yes	Assessments are consistent with the ELDS and collected through a variety of appropriate methods.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This item was not evaluated as all non-negotiables were not met.
	7. Scaffolding and Support	Not Evaluated	This item was not evaluated as all non-negotiables were not met.
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This item was not evaluated as all non-negotiables 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: **Starfall PreK4 Curriculum**

Age Levels: **Three and Four**

Publisher: **Starfall Education Foundation**

Copyright: **2013**

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

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
3. Complexity of Materials (Non-Negotiable)	1. Within Parameters of Stnds. (Non-Negotiable)
5. Assessment (Non-Negotiable)	2. Appropriateness 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
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 type="checkbox"/> Yes <input checked="" 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>No</p>	<p>The curriculum provides opportunities and experiences for children to meet some of the Louisiana Birth to Five Early Learning and Development Standards for three- and four-year-olds. However, there are a number of standards and indicators that are not fully addressed.</p> <p>Approaches to Learning AL1 is demonstrated in Learning Centers. For example, the Discovery Center in Unit 4 Week 12 encourages student curiosity in experimentation with water activities. However, the program does not explicitly demonstrate AL 2, AL3 and AL 4, which cover skills relative to identifying and understanding cause and effect relationships, making specific requests for help from peers and adults, using strategies to investigate possible solutions to accomplish a task or solve a problem, and gathering information and asking complex questions in order to understand a new or familiar concept.</p> <p>Cognitive Development/ General knowledge: Creative Thinking and Expression CC1 Unit 1, Week 1, Day 4 p. 20 during Circle Time the children express thoughts and feelings through movement and musical activities. Evidence of standards such as using instruments or other objects to produce complex beat and rhythm patterns, opportunities to describe changes in tone, melody, rhythm and tempo, and describing specific elements of pieces of art are nominal.</p> <p>Cognitive development/ General Knowledge: Mathematics CM1 is represented in Unit 3, Week 9, Day 1 pg. 208 during the Small Group and Exploration activity "Solve Story Problems" which allows children the opportunity to indicate and identify number cards 0-6. Children then use white boards to practice writing the numerals.</p>	<p>Below are listed additional citations which may be found in the materials initially submitted for review.</p> <p>AL2 - Each day’s schedule includes a Small Group/Exploration component (as described on page 4 of the Read Me First section of the Teacher’s Guide) in which the teacher works with a small group of children while the other children engage in a variety of exploration activities. During this time children maintain their attention in both child-initiated and adult-directed activities, despite distractions and interruptions. Examples include: Unit 1, Week 2, Day 4, page 41 (Small Group & Exploration), Unit 2, Week 3, Day 1, page 56 (Small Group & Exploration), Unit 2, Week 3, Day 3, page 64 (Small Group & Exploration), Unit 4, Week 12, Day 1. page 281 (Small Group & Exploration).</p> <p>Additional activities that demonstrate attention, engagement and persistence in learning include: Teacher’s Guide p. 276 - Computer Center Teacher’s Guide p. 276 - Art Center Teacher’s Guide p. 298 - Art Center Teacher’s Guide p. 312 - Morning Meeting: Read the Class Story Teacher’s Guide p. 369 - Dramatic Play Center</p> <p>AL3 - The following activities demonstrate children identifying and understanding cause and effect relationships.</p> <p>Teacher’s Guide p. 442 - Discovery Center Teacher’s Guide p. 542 - Story Time - p. 543 Carrot Experiment Teacher’s Guide p. 263 - Weather Cause and Effect Teacher’s Guide pp. 269 - 270 - Weather Riddles Seasonal Holidays Teacher’s Guide (Supplement)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>CM 2 is addressed in Unit 1, Week 4, Day 3, pg. 19 during Circle Time where children have pre-cut shapes to hold and create the AB pattern with the shape of a circle and triangle. Children then continue the activity by creating the ABC pattern by incorporating the shape of a square.</p> <p>Cognitive Development/ General Knowledge: Science CS 1 is addressed during Unit 3, Week 8, Day 1 pg. 11 where the teacher and children discuss which parts of the body help us learn about our world. CS4 is addressed daily during Gathering Time. Unit 4, Week 11 pg. 250- 271 takes this standard a step further as children explore various weather conditions, predict what happens when the wind blows, and conduct an experiment in which the children create a rain cloud.</p> <p>Cognitive Development/ General Knowledge: Social Studies CSS 3 is represented in Unit 4 Week 1 Day 1 in a whole group discussion of day and night during Morning Meeting. Children are introduced to a globe as a representation of the Earth, locate the United States and then observe as the Earth turns, the sun (a flashlight) shines on different parts of the globe. CSS 2 is addressed throughout the curriculum during various Holidays (e.g., see Winter Holiday Plans pgs. 4,8,10,12, and 15) and an activity “Diversity Sheet” children complete an activity on diversity.</p> <p>Language and Literacy Development is evident throughout themes and daily lessons. LL3 is evident in Unit 5, Week 14, Day 2 p. 332 during Story Time. For example, before the story The Frog Prince is read, the children discuss print concepts (i.e., Title, Author, Illustrator, Front and Back covers, where the words begin on a page, and how to turn one page at a time). LL 4 is addressed during Unit 1, Week 2, Day 1 pg. 8 under “Storytime,” The teacher reads the story</p>	<p>p. 46 - Pollution Pond Starfall.com - Holiday icon: Every Day is Earth Day Seasonal Holidays Teacher’s Guide (Supplement) p. 28 - Shadow Activities</p> <p>Children apply prior knowledge and experiences daily during learning centers and exploration time ,as well as in teacher-directed lessons and activities throughout the curriculum. Examples include:</p> <p>Teacher’s Guide p.103 - Dramatic Play Center Teacher’s Guide p.127 - Construction Center Teacher’s Guide p. 151 - Writing Center Seasonal Holidays Teacher’s Guide (Supplement) p. 24 - Musical Hibernation</p> <p>Below are additional activities that demonstrate children’s use of a variety of strategies to investigate possible solutions, accomplish a task, or solve a problem.</p> <p>Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide p. 465 - Dramatic Play Center Teacher’s Guide p. 441 - Construction Center</p> <p>In the beginning of the year in a Starfall classroom, an atmosphere in which the children feel comfortable seeking help from the teacher and each other is established. It continues throughout the year during partner sharing, when children are paired for games, in learning centers, and during small group and exploration,. Examples of this throughout lessons and activities include:</p> <p>Teacher’s Guide p. 277 - Construction Center (Children seek help from each other.)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Gingerbread Boy and two children are called to sequence the story. The children decide if the two classmates sequenced the story correctly.</p> <p>LL6 standards are addressed daily throughout all lessons as evidenced in rhyming, syllable clapping, blending and segmenting words, alliteration and phoneme recognition activities. However, there are some standards indicators that are not as strong including asking questions about a specific topic, activity or text read aloud, using new vocabulary acquired through conversations, discussing basic similarities/differences in print read aloud, and counting, pronouncing, blending and segmenting syllables in spoken words using actions.</p> <p>Physical Well-Being and Motor Development PM1 pg. 14 Teachers Guide is addressed throughout the "Outdoor Activity" time and the daily "Warm Up Your Brain Activity". The Daily Warm Up your Brain Activity consists of children moving their body to help develop small and large motor control and to improve coordination. Unit 2, Week 6, Day 3 Pg. 19 During the Warm Up Your Brain Activity, children twist at the waist with their arms stretched to the sides, then shout "1,2,3,4,5." The children repeat by bending at the waist to touch their toes. PM 5 is addressed in Unit 3, Week 10, Day 1 pg. 229. During Morning Meeting, children discuss safety. The lesson includes Safety Practices both inside the classroom and on the playground. The children locate 5 places to stay safe inside of a school building. Children then act out solutions to problems. The lesson extends to outdoor learning time, where children locate areas that are important to practice safety tips.</p> <p>Social Emotional Development SE 1 Unit 1, Week 1, Day 2 p. 12 lesson help develops a healthy relationship with peers and</p>	<p>Teacher's Guide p. 431 - Recognizing Letters: My Turn, Your Turn Teacher's Guide p. 464 - Computer Center (Interaction & Observation)</p> <p>AL4 - Below are examples of activities in which the children are required to gather information, and ask complex questions in order to understand new or familiar concepts.</p> <p>Throughout the curriculum during Story Time, teachers choose literature based on the weekly theme. These sessions were developed to allow children to gather information and ask complex questions in order to understand new and familiar concepts. Some of these activities are included below.</p> <p>Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 311 - Story Time Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 211 - Story Time Teacher's Guide p. 409 - Story Time</p> <p>CC1- Starfall.com includes in depth studies which help to develop appreciation for music and the arts. These include interactive activities in which the children participate in listening to music by famous composers and have the opportunity to respond through movement and dance. They also are exposed to famous artists and their various types of works, enabling them to describe and create their own artwork in the styles of the artists they study. There are also multiple opportunities during Warm Up Your Brain activities, as well as Exploration and learning centers for the children to express themselves through movement and artistically.</p> <p>Starfall.com - It's Fun to Read: Art Gallery (Vincent van Gogh, Georges Seurat, Paul Gauguin,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>adults. For example, using the Attendance Board and Gingerbread Boy children develop cognitive flexibility. Children think flexibly when teachers switch their attention from one situation to another (e.g. counting how many children are present on the Attendance Board to introducing Gingerbread Boy into the discussion and consequently adding his name to the Attendance Board). Children develop inhibitory control when they wait their turn to speak. Social emotional skills are promoted daily through "Gathering" activities. SE 2 is developed through the use of Emotion Cards. These cards are used throughout the units. In Unit 2, Week 5, Day 1 the cards "sorry" and "disappointed" are emphasized. Children describe how they can express feeling sorry or disappointed to their peers. Unit 3, Week 10, Day 5 pg. 245 explores story character feelings using vocabulary such as "curious" and "dissatisfied."</p>	<p>Marc Chagall, Ernie Barnes, Dorothy Strait) Starfall.com - It's Fun to Read: Music (Ludwig van Beethoven, Frederic Chopin, Scott Joplin, Wolfgang Amadeus Mozart, Jacques Offenbach, Peter Tchaikovsky) Starfall.com - Songs and Rhymes: Motion Songs, Historical Folk Songs Additional activities may be found in the Seasonal Holidays Teacher's Guide (Supplement):</p> <p>Page 7 - Leaf Dancing Page 16 - Pass the Pumpkin Page 24 - Musical Hibernation Game Page 26 - Chinese Ribbon Dance Page 34 - African Drum/African Music Page 39 - Rain Sticks Page 40 - Musical Rain Drops Page 50 - Maracas Page 50 - Dance Streamers Page 51 - Mexican Hat Dance</p> <p>Teacher's Guide p. 284 - Pajama Day Nursery Rhymes Teacher's Guide pp. 286 - 287 - Introduce Autumn Teacher's Guide p. 473 - Warm Up Your Brain Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 178 - Art Center Teacher's Guide p. 324 - Art Center Teacher's Guide pp. 80 - 81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 85 - Draw and Write About Dragons</p> <p>LL6 -In a Starfall classroom the children are encouraged to ask questions not only during teacher-directed lessons, but also in learning centers and at any time throughout the school day.</p> <p>Asking questions -</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 537 - Seeds</p> <p>Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i></p> <p>Teacher’s Guide p.417 - Introduce Dinosaurs</p> <p>The Starfall PreK Curriculum includes a Story Time, in which teachers choose literature based on weekly themes. These sessions provide frequent opportunities for the children to use new vocabulary acquired through conversations in addition to the examples listed below .</p> <p>Using new vocabulary -</p> <p>Teacher’s Guide pp. 286 - 287 - Introduce Autumn (The children use names of seasons acquired through conversation.)</p> <p>Teacher’s Guide p.306 - <i>Reach for the Stars</i> (The children use vocabulary words introduced to answer the questions. *Earth, stars)</p> <p>Teacher’s Guide p. 291 - “My Favorite Season Chart” - The children use vocabulary during partner sharing to name their favorite seasons.</p> <p>Teacher’s Guide p. 52 - Discovery Center</p> <p>Teacher’s Guide pp. 34 - 35 Spices for Gingerbread Boy</p> <p>Teacher’s Guide p. 163 -Read <i>The Cobbler and the Elves</i></p> <p>The children have multiple opportunities to discuss basic similarities and difference in print read aloud during daily Computer Centers and Library Centers. (They listen to text read aloud on audio cds or online, while viewing the text on a computer or in books.)</p> <p>Discussing similarities/differences in print -</p> <p>Teacher’s Guide p.41 - Gingerbread Story Comparison</p> <p>Teacher’s Guide p. 406 - Dolphins and Whales</p> <p>Teacher’s Guide p. 118 - “The Little Red Hen”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Comparison Teacher's Guide p. 452 - Compare versions of <i>The Three Little Pigs</i></p> <p>Syllables - Teacher's Guide p.328 - Phonological Awareness: Blending Syllables Teacher's Guide p. 474 - Phonological Awareness: Syllables in Words Teacher's Guide p.454 - Phonological Awareness: Syllables in Words Teacher's Guide p.289 - Phonological Awareness: Syllables in Words Teacher's Guide p. 336 - Phonological Awareness: Syllables in Words</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" 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 materials and activities are provided through a balance of teacher-directed and child-initiated experiences. The "Learning-Centered Classroom" approach as described in the Teacher Manual includes the use of teacher observation during 45 minutes of child-initiated, uninterrupted play. Children choose the center in which they wish to work and which materials they use. The curriculum uses open-ended materials with a teacher as a facilitator approach to learning. On pg. 3 in the Teacher's Guide it states that children are free to make choices, explore on their own, solve problems, and share with friends. Within the daily schedule there are teacher-directed discussions, small group instruction, and story read- alouds creating a balance of time between teacher- directed and child- initiated experiences. Children move freely among Exploration activities</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			facilitated by the paraprofessional while the teacher conducts pull out sessions with Small Groups of students.	
	<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>	Yes	<p>Materials and activities allow a significant amount of time for children to use interactive and hands-on approaches. The structure of the day allows for child-initiated exploration of 8 identified learning centers. The identified centers include: Computer, Art, Library, Dramatic Play, Construction, Writing, Discovery, and Math. Each unit includes suggested materials to incorporate in each center related to the theme and skills being taught. Unit 1, Week 2 pg. 28-29 includes the first materials and suggested activities list. As the units progress, the amount of materials may change to fit a common unit theme and become more challenging to meet the increasing needs of the children. A large portion of the day is dedicated to Learning Centers which allow for practice of skills covered during large and small group gatherings. This time of the day is utilized in developing 21st Century skills or STEM through daily and multiple hands-on experiences, and by integrating STEM into the curriculum. For example, the Construction Center in Unit 5, Week 14 pg. 325 provides an activity for children to build a pet store with blocks. To do this the children must use engineering principles that lead to an understanding of the scientific concept of gravity. During block play, children problem solve and use different strategies when redesigning and improving their structures. Children have opportunities to sing and move during the "Gathering", "Morning Meeting", "Storytime", and Outdoor activity. During Exploration/Small Group four days a week a specific area is designated for students to do games and activities using materials that are not necessarily utilized in learning centers that are tied to skills covered in the theme, for example in Unit 2,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Week 6, Day 1 pg 14 students are introduced to money. Students use five smooth stones, five pennies, and number cards. Additionally, students are able to use technology when visiting the Computer Center. The starfall website is an interactive website where children can practice letters, sounds, words in sentences, stories to reinforce the day's lesson, numbers, colors, songs, and rhymes.</p>	
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>Materials and activities are culturally sensitive to a global world. Trade books contain a variety of cultures and families. The Teacher Guides for Units 1, 3, and 7 display an array of ethnicities depicted in sample classrooms and materials. The online component also maintains cultural diversity in its use of a variety of ethnicities and genders. Throughout the units, there is consideration of multicultural traditions and holidays represented as they fall in the calendar year. The Seasons Poster used in Unit 4, Week 12, Day 3 pg. 286 depicts various races in a sensitive manner. The learning activities on the interactive website are culturally sensitive and depict children or characters of different ethnicities and cultural backgrounds. Moreover, characters with physical disabilities are represented in positive ways. American Sign Language is incorporated throughout the units. The materials also reflect the diversity of children in the schools and communities.</p>	
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings. The daily schedule is comprised of a Gathering, Morning Meeting, Learning Centers, Circle Time, Story Time, and Small Group and Exploration. These moments drive and provide opportunities to develop a classroom community embedded with its own daily procedures and traditions which are an important part of an early childhood setting. The children are free to make choices and explore at their own developmental levels during centers.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>The curriculum also includes a specific section, "Materials," that includes a list of materials used to carryout the activity. In Unit 4, Week 12, Day 1, pg. 281 the materials list for Small Group & Exploration states materials needed are one circle cut from the center of a paper plate, glue, paintbrushes, tissue paper in shades of yellow, and orange, and yellow and orange construction paper. The teacher works with a group and the paraprofessional works with a group during small group settings.</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>No</p>	<p>There is evidence that some of activities and materials match the objectives/skills indicated in the units. For example: Unit 1, Week 1, the students are shown a book Draw Dragon Dot Eyes. The story ask students to locate China on a globe where the character lives which supports CSS 3 developing an awareness of geographic locations, maps, and landforms. However, there are also instances when there is no link between the objectives listed in the Daily Plans and the activity. For example in Unit 1, Week 1, where the teacher introduces the rhyme, Mary Had a Little Lamb. The objective suggests children learn print concepts, and not listening for rhyming words/sounds. In this Unit, another objective is to make and verify predictions about the weather. Children make predictions but there is no indication that they verify whether the predictions are accurate. In Unit 2, Week 5 Helping Your Family activity, the objectives listed include recognition of numerals which is not an activity covered. In another, recognition of a child's first name is found under social and emotional development instead of a literacy objective.</p>	<p>CSS3 - While it appears that there is no link, the problem was not in the link itself, but rather the misinterpretation of the layout of the page. Please see below for further explanation of the lessons in question.</p> <p>In Unit 1, Week 1, page 12 - Title of lesson: <i>Introduce Nursery Rhymes</i></p> <p>The teacher introduces the big book <i>Starfall's Selected Nursery Rhymes (Nursery Rhymes)</i>. The objective of this lesson is to introduce the big book as a text, as stated in the introductory sentence, which explains the print/book awareness, comprehension, and emergent writing standards which were cited in the lesson plans. Rhyming was not a goal of this lesson.</p> <p>"Mary Had a Little Lamb" was read for comprehension purposes and as an example of the kinds of text included in this book.</p> <p>Rhyming standards can be found on pages 120, 167, 194, 219, 292, and 312 (Phonological Awareness).</p> <p>Weather forecasting and making/verifying predictions becomes part of the Gathering routine in Week 6, on page 129, and continues throughout the year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>The Gathering Routine for Weeks 1 through 5 focuses on attendance, introducing weather pictures and discussing weather, and the calendar. You will notice that beginning on page 129 the children check and verify their predictions, and later on page 181 become “meteorologists” and use the advanced vocabulary of making forecasts.</p> <p>Unit 2 Week 5 - The Morning Meeting consists of two components; Warm Up Your Brain and an activity. Throughout the curriculum the format of the lesson plans is to list the standards for the two components and the materials for both together.</p> <p>On page 112 the number cards pictured at the bottom of page correspond to the Warm Up Your Brain activity above the Helping Your Family lesson, in the Morning Meeting section.</p> <p>We apologize for the confusion the layout styles caused during the review. We have not had issues to this point with the preschools using the program, as the layout is explained on page 14 of the Read Me First Teacher’s Guide Supplement.</p> <p>Because hearing one’s own name is a milestone of social/emotional development, this standard was originally placed in the social/emotional section of the Starfall standards found on page 23 of the Read Me First Teacher’s Guide Supplement.</p> <p>We agree that recognizing one’s name in print is a literacy objective, and it is listed as such (emergent writing) when the children are required to print their names.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>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>Materials and activities present a logical and coherent progression of complexity over time. The curriculum recommends that each lesson is completed in sequential order because each lesson builds on the next. As noted in the Teacher's guide pg. 14 under the subtitle "Adding Complexity" children begin the curriculum by using the Everyday Calendar with important pictures that depict important events. The curriculum suggests that by the month of January children should be introduced to a traditional calendar that displays days of the week and dates. In Unit 1, Week 1, Day 3 pg. 15 children begin discussing, exploring, and making predictions about the current weather. In Unit 4, Week 11 children become TV weather reporters using maps to locate different types of weather. Unit 4, Week 11, Day 1 pg. 259 Small Group and Exploration asks story read-aloud questions in relationship to the illustrations. Children are expected to use story illustrations to find meaning in the story. Complexity increases over time when in Unit 7, Week 22, Day 4 pg. 526 Story Time encourages discussion where the children compare and contrast how people grow and change like a tree. This encourages more abstract thinking.</p> <p>Vocabulary terms increase in complexity as the year progresses. In each Unit, vocabulary words are introduced weekly. The vocabulary words are strategically chosen to develop conceptual understanding of key concepts. For example in Unit 1, Week 1 Story Time, print concepts or parts of the book, The Gingerbread Boy, are introduced to the children and are revisited throughout the unit. However, in subsequent units such as in Unit 5, Week 14 vocabulary words increase in multi-syllabic complexity to build on the phonological lesson on syllables. Unit 5, Week 18 pg. 412 lists vocabulary terms for the read-aloud "Dinosaurs!" The vocabulary is content specific containing proper names of</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>dinosaurs.</p> <p>In the beginning of Unit 1 all letters of the alphabet are presented. After week five a letter/sound is featured per week building a stronger phonemic awareness. There is a logical progression of phonological awareness skills starting with listening for words that are the same or different, identifying rhyming words, clapping syllables, participating in alliteration activities, blending and segmenting words and finally to recognizing individual phonemes. Math concepts increase in complexity over time as well. Unit 3, Week 8 pg. 180 Math Centers focus on number cards 1-5. Children identify the numerals and draw objects to represent the number. Unit 7, Week 22, Day 3 pg. 524 Small Group and Exploration time builds on math concepts through the use of solving story problems. The children use up to 10 unifix cubes to represent "goats" and model addition and subtraction stories.</p>	
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic;</p>	<p>No</p>	<p>Language and Literacy development is emphasized through resources and activities containing regular read alouds and frequent use of a repeated-reading approach.</p> <p>Time is spent on reading appropriately complex books aloud to children that pertain to the theme within each unit. However, opportunities during/after read-alouds do not support accelerated vocabulary development, and there is little or no evidence that children are using the words (e.g. see "forest," "fawn," and "exotic" in the Gingerbread story) and only some evidence that children draw or write to express understanding of text read aloud.</p>	<p>4a - Children have many opportunities to write and express understanding of text read aloud throughout the year in their writing journals which are introduced on page 68. They also have opportunities to express understanding of texts in the Art and Writing Centers, in addition to the teacher-directed activities listed below..</p> <p>Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 455 - Draw and Write Teacher’s Guide p.564 - Introduce <i>The Ant and the Chrysalis</i> and Creative Writing</p> <p>Evidence that supports accelerated vocabulary development may be found throughout the curriculum, in many of the learning center activities. For example, in Week 13 (Outer Space) the children turn the Dramatic Play Center into a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>			<p>space shuttle and become astronauts. They use props to communicate with NASA. In the Art Center they create constellations. In the Construction Center they build space stations and rockets.</p> <p>There are also frequent opportunities for the children to use accelerated vocabulary to answer questions in response to texts, and when they retell and dramatize stories.</p> <p>Other examples include: Teacher’s Guide pp. 34 - 36 - Spices for Gingerbread Boy/”Our Favorite Spice Graph”/Analyze the Spice Graph Teacher’s Guide p.255 - Writing Center Teacher’s Guide p. 301 - Introduce Earth Teacher’s Guide p.420 - Dinosaur Names (Text <i>Dinosaurs</i>).</p>
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number quantities, and are consistent with the ELDS. Math domains are evident beginning in Unit 1, Week 5 with the use of the calendar routine to reinforce CM1. Unit 2, Week 6, Day 4, pg.22, during the morning "Gathering" children count the days they have been at school and count the days until a "homeday." During Circle Times or "Morning Meeting" math is often incorporated. For example, Unit 5, Week 14, Day 1, pg. 11 students clap out pattern demonstrating the childrens' understanding of CM2. A Math Center incorporated into the daily schedule allows for children to explore numbers and number relationships. During Learning Center Time, children have the option to visit the Math Center that reflects strategies that address the ELDS. The use of a Number Wall near the Math Center allows students to use numbers and representations of numbers on a daily basis. For</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>example in Unit 2 students recognize numerals and using different ways to represent numbers. Children roll a die, then find the resulting numeral on the cards. They then cover that card with a math manipulative or plastic chip. Play continues until all numbers are covered. The children switch cards and play again. Unit 6, Week 20 includes the use of construction materials such as nuts, bolts, and screws to fit the theme. Children are encouraged to predict and estimate how many objects are in a jar. The children extend the lesson by writing the numeral prediction and then counting the objects. The children compare and contrast using math language such as more and less to support their predictions and demonstrating knowledge of CM1 indicators.</p> <p>The use of math language and an understanding of numbers is also represented in other activities throughout the school year in addition to daily center practice. Unit 4, Week 12, Day 3 pg. 287 Small Group and Exploration encourages children to identify numerals in their everyday environment in the activity "Numbers Everywhere." Evidence is further supported in CM 4 with Unit 5, Week 14, Day 3, Pg. 19, children understand position words by using a stuffed animal to place in front of, behind, under, etc.</p>	
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems 	Yes	<p>Math materials and activities adhere to the indicators of quality in regards to math language and vocabulary, conceptual understanding of math content, and perseverance and persistence in solving problems.</p> <p>There is noticeable emphasis on acquainting the children with Math language. In each part of the daily schedule, teachers are provided with language they can use to teach concepts, vocabulary and skills which are typically highlighted in blue for easy reference. Teachers are prompted to use everyday conversations to help build children’s understanding of</p>	<p>4c - It appeared to us that the alignment in area 4c adhered to the indicators of quality and that the blue tag was intended for 4d. Please see our response below.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>mathematical terms as shown in Unit 1, Week 2 with the introduction of the word "Graph" as part of the Math vocabulary. The teacher defines the word for the children and explains the different parts of a graph. On Unit 1, Week 2, Day 3, the children analyze the Spice Graph by counting and identifying the most or fewest squares on the graph. By Week 4, the children begin to use graphs and charts to answer questions. Children are learning multiple higher order thinking skills such as predicting, creating, analyzing, and explaining an outcome. This graphing exercise implements the use of indicators in the subdomains CM1 and CM3.</p> <p>Math integration is supported during Morning Meeting times such as Unit 7, Week 22, Day 5 pg. 528. The children count a specified number of pennies or nickels when acting as the role of a buyer. Children are asked to sort pennies and nickels from one another. As a lesson extension, the teacher creates word problems for the children to solve the number of coins (up to 10) needed to make a purchase. This activity supports the use of CM1 and CM2.</p> <p>The use of Math Language in the subdomain CM3 is supported daily during Gathering time. Children use the language of more/ less and the same when describing present and absent classmates. Math Language in Unit 3 Week 10 focuses on the sizes of a variety of objects. Children demonstrate knowledge of small, medium, and large through a variety of authentic experiences during this week.</p>	
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>No</p>	<p>There are some general explanatory materials/instructions for teachers, but the curriculum is limited in explicit examples or instructions for how teachers model learning tasks. For example general explanations include at the start of each Weekly lesson, pages dedicated to a materials list specific to the weekly plan. This list contains all materials related to the Starfall trade books and media, materials preparation by day and activity, a "Looking</p>	<p>4d - In Unit 1 Week 3 page 65, explicit examples and instruction for teachers to introduce patterns may be found.</p> <p>The objective of the Math Center was to introduce the children to patterns through exploration of math manipulatives. Specific directions for the teacher in each center are provided under Interaction & Observation. (Math Center - Engage children in conversation about</p>

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			<p>Ahead" component with preparation for the following week, a snack suggestion to match the theme, and an Outside Activity.</p> <p>The Learning Centers materials page contains a detailed activity to incorporate into the weekly theme along with suggested interactions and observations that the teacher should be looking for during learning centers, a materials list, and sometimes suggested preparations to make ahead of the week. Unit 1, Week 3 indicate the depth of materials needed early in the school year. Unit 3, Week 9 demonstrates the progression of complexity in challenging students as the year goes on. Teacher Resources includes Teacher's Guide, Big Books or Core Resource Books, Read-along CD's, Instructional Cards and a host of other resources and materials teachers can utilize in the classroom.</p> <p>Examples where instructions for modeling tasks are limited include: Unit 1, Week 3 (Math Center) the teacher is instructed to show children examples of patterns. It does not specifically detail how to model or how to create a pattern. In Unit 1 during learning centers, Gingerbread Learning Center Clue cards are provided and there is no information on whether children are expected to be able to read them and limited direction on what the child is expected to do. in Unit 5, Week 14, the teacher is told to demonstrate or model how to skywrite Ee, touch the letter cards several times quickly. While the teacher is told what to say, there isn't an explicit example on how to model the learning task.</p>	<p>patterns and show children patterns.) The teacher's role during learning center time is to informally interact with the children to provide them with challenges and opportunities to learn, then trust them to construct their own knowledge in their own unique ways. Explicit examples and instructions for how to model learning tasks are given during direct instruction throughout the curriculum (as listed above).</p> <p>Regarding Unit 1 Week 2, page 33 "Where is Gingerbread Boy?" the instructions for the teacher may be found in the first two sentences of the lesson where it states to find the first clue and "read it (the card) aloud." In the Preparation Notes on page 24, Day 2, it instructs the teacher to cut apart the Gingerbread Boy's Learning Center Clues and place them in their respective centers.</p> <p>Lessons are scripted throughout the curriculum, with "teacher talk" in bold, blue print. The teacher is instructed how to model the learning tasks and what to ask and say, as noted by the reviewer in the second paragraph on page 22 (4c) of this document. Comment from 4c - <i>"In each part of the daily schedule, teachers are provided with language they can use to teach concepts, vocabulary and skills which are typically highlighted in blue for easy reference."</i></p> <p>In Unit 5, Week 14, on page 331 explicit instruction was given to the teacher in the second paragraph. After telling the children to skywrite uppercase E in black print, it instructed the teacher to demonstrate this. Instructions for the teachers were also given to demonstrate lowercase e.</p> <p>Explicit instruction was given to the children when instructing them to take turns using their fingers to write uppercase E on their partners'</p>

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				<p>backs. The teacher may also visit <i>Starfall.com: Songs and Rhymes: ABC Rhymes</i> - where explicit directions on letter formation are modeled.</p> <p>Below are listed additional examples: Teacher's Guide p. 334 - List <i>Ee</i> Words, ASL <i>Ee</i> (Explicit directions for forming ASL letters can be found on page 10 of the Read Me First section of the Teacher's Guide and on <i>Starfall.com, ABCs</i> - where all letters are demonstrated by clicking on interpreter symbols in the bottom row.) Teacher's Guide p. 359 - Milk a Cow Teacher's Guide pp. 212 - 213 - Let's Stay Healthy: Germs Teacher's Guide p. 265 - Create Weather Patterns</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	<p>Yes</p>	<p>Assessments are consistent with the ELDS and are provided through a variety of appropriate methods. The Assessment Management System outlined in the Teacher Guide encourages a portfolio system that is managed by the teacher and includes child-created work samples. The Teacher Guide (see pg. 4) contains three assessment forms: 1) Individual Assessment Checklist (administered two times per year); 2) Class Assessment Checklist (used during observation periods) and 3) Learning Center Notes (for handwritten observations throughout the day). Both the Individual and Class Assessment Checklists include observations across the ELDS Domains: Approaches to Learning, Cognitive development and General Knowledge (including Math, Science, and Social Studies), Language and Literacy Development, Physical Well-Being and Motor Development, and Social Emotional Development.</p>	

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	<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>	<p>Yes</p>	<p>Methods to address children's learning is embedded throughout activities. The Teacher Guide (see pg. 4) outlines the assessment approach which includes observation and recording data that should occur spontaneously during play-based learning and teacher-directed instruction. This includes, but is not limited to, personal interactions, class observation, collection of timely samples, and anecdotal records.</p> <p>The curriculum does not have a standard form for recording data which allows programs to tailor assessment according to their individual policies. According to the Teacher Guide (see pg. 26) the curriculum encourages teachers to modify or adapt the assessment/observation included to meet your specific needs. The curriculum encourages teachers to develop individual portfolios that include samples of student work, observation, notetaking, and assessment checklist.</p> <p>The Observe and Modify section for most daily activities tells the teacher what to observe, along with providing suggested scaffolds to support children's learning. The Interaction and Observation component of each of the centers, provides teachers with prompts on what skills to observe and reflect on. Day 5 of each week is used to work with students who may need extra practice..</p>	
SECTION II: ADDITIONAL INDICATORS OF QUALITY				
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.				
Compile the results of Sections I and II to make a final decision for the material under review				
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	The materials and activities provide only some opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards.	

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	2. Appropriateness of Curriculum Materials and Activities	No	While the materials and activities are culturally sensitive, appropriate, and there offer opportunities to practice skills through balanced teacher-directed and child initiated experiences, the objectives and activities are often misaligned.	
	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	No	There are numerous opportunities for read alouds; math materials and activities devote a large majority of time to support children's understanding of numbers and the language of math and math content; Explanatory materials are generalized and do not provide specificity for modeling of skills and ideas.	
	5. Assessment	Yes	Assessments are consistent with the ELDS and collected through a variety of appropriate methods.	
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This item was not evaluated as all non-negotiables were not met.	
	7. Scaffolding and Support	Not Evaluated	This item was not evaluated as all non-negotiables were not met.	
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This item was not evaluated as all non-negotiables were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

Appendix II.

Public Comments

There were no public comments submitted.