

Children who engage in meaningful experiences and develop skills that help lay the foundation for their future growth and development have an increased opportunity for success in school and life. Teachers of infants and toddlers play a critical role in developing relationships through high-quality interactions and observational skills in order to support their learning and developmental process. Additionally, a high-quality curriculum enables the teacher to cultivate 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 children ages birth-5.

Title: **Tools of the Mind Pre-K**

Age Levels: **3-4**

Publisher: **Tools of the Mind**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

Overall Rating: **Tier 1, Exemplifies quality**

**Tier 1, Tier 2, Tier 3** Elements of this review:

STRONG	WEAK
1. Content Within the Parameters of the Standards (Non-negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-negotiable)	
3. Complexity of Curriculum Materials and Activities (Non-negotiable)	
4. Quality of Curriculum Materials and Activities (Non-negotiable)	
5. Activities/Materials Supporting Family Participation (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Assessment	
8. Scaffolding and Support	

<sup>1</sup> **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)

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>2</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 for the review to continue to **Non-Negotiable** Criterion 3. Materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to **Non-Negotiable** Criterion 4. Materials must meet **Non-Negotiable** Criteria 1-4 for the review to continue to **Non-Negotiable** Criterion 5. Materials must meet all of the **Non-negotiable** Criteria 1-5 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue to Section II.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**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.

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<sup>2</sup> Required Indicators of Superior Quality are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criterion 3. Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Non-Negotiable Criterion 4. Materials must meet Non-Negotiable Criteria 1-4 for the review to continue to Non-Negotiable Criterion 5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.</b>			
<b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b>  Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> .  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>1a)</b> A large majority of materials and activities provide substantial opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> while fostering integration of development across domains (i.e., address each of the domains listed below): <ul style="list-style-type: none"> <li>• Approaches to Learning;</li> <li>• Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies;</li> <li>• Language and Literacy Development;</li> <li>• Physical Well-Being and Motor Development; and</li> <li>• Social-Emotional Development.</li> </ul>	Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains. Each day consists of Mystery Games, Free Choice, Attention Focusing, Physical Self-Regulation, Calendar, Weather, Share the News, Message of the Day, Pretend Transition, Make-Believe Play, Outside Play, Large Group Literacy, Small Group Literacy, and Small Group Math or Science blocks. One or more domains are addressed in each of these blocks. The materials address demonstrating attention, engagement, and persistence in learning (AL 2) when students maintain focus on objects and activities of interest while other activities are going on in the environment. For example, in the Activity Manual, Make-Believe Play Practice, children learn and use new vocabulary related to roles, actions, and props such as bottle, burping, and diaper alongside their peers while opening up verbal discussions about their own families.

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			<p>The teacher helps children as they remember and describe what they did in this Make-Believe Play Practice. The materials address understanding attributes and relative properties of objects as related to size, capacity, and area (CM 3) when students describe some measurable attributes, such as length and weight of objects and materials with words such as big/little, long/short, and heavy/not heavy. For example, in the Activity Manual, Stacking Box activity, students draw a large rectangle and add succeeding smaller rectangles on top of the previous one. The teacher shows the children the longer sides. The teacher starts with the largest box first then explains that the next box is smaller. The teacher models how to draw the rectangle by drawing one side first, then the long side, then down, and then the other long side, closing the rectangle. The students continue with the Play Plan Connection in which they practice making figures that become relatively smaller and smaller in a seriation exercise. The materials address comprehending, understanding, and using language (LL 1) when students ask questions that incorporate expanding vocabulary. For example, in Week 7, Theme: Family, children reflect on where they observe people using computers and how computers are used</p>

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			in the community while using targeted vocabulary words. In this lesson, children create meaningful relationships with new terms and review and reinforce existing vocabulary. The materials address developing small muscle control and coordination (PM 2) when students use hands, fingers, and wrists for a wide variety of tasks and activities. For example, in Week 28, Theme: Camping, Week 1, students practice putting a marshmallow on a stick. The materials address developing healthy relationships and interactions with peers and adults (SE 1) when students join in with a small group of children. For example, in Week 36, Theme: Community, Week 4, children participate in a game called “I Have–Who Has? Names,” in which students learn and remember their classmates’ names.
<b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>2a)</b> Materials and activities focus on responsive caregiving, relationships and emotional connection.	Yes	Materials and activities focus on responsive caregiving, relationships, and emotional connections. Each activity includes a section titled “Zooming in on the ZPD (Zone of Proximal Development)” that provides guidance for assisting children facing challenges with different parts of the activity and focuses on responsive caregiving and emotional connections. Guidance prompts r teachers to consider cultural differences and behavioral challenges. The materials include four stages of

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			<p>scaffolding and different examples of how to encourage students in their learning and play, how to troubleshoot issues that arise between children, and how to help children interact appropriately with each other. The lessons incorporate community building activities to encourage a connected classroom and peer interactions. While these activities can be used throughout the year, the materials recommend using the activities at the beginning of the year to “establish a learning community.” For example, in the Pre-K Manual, Community Building Activities, Name Game Chants, the teacher begins the Name Game and children join in. During the Opening and Closing Group, children look at the Songs We Know Icon Chart with the teacher and pick a familiar Name Game they would like to play. While one teacher leads the Name Game, the other teacher circulates, supporting children's full participation in both the gestures and language of the rhyme or song as needed. As the class engages in the Name Game several times in the same day and several days in a row, children become increasingly more familiar with sounds while establishing a community. Materials focus on responsive caregiving within the Play theme-related pretend transitions. The Pro-Tip suggests that the teacher use children’s home</p>

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			languages in Pretend Transitions. For example, instead of using only the English word “driving” to direct students to pretend to drive a bus, the teacher can encourage all children to learn the word in Spanish by repeating “Conduciendo, conduciendo...” in order to help build connections with Spanish-speaking students. During Share the News, the teacher and children read the Share the News chart together as the teacher introduces a topic for discussion. Children work with a partner to discuss the daily topic, which builds relationships among peers over time. While the materials include opportunities for the teacher to facilitate relationship building and emotional connections between peers, evidence of building relationships and emotional connections between the teacher and students is minimal.
	<b>Required</b> <b>2b)</b> Materials and activities provide guidance for routines that support the health and safety of children.	<b>Yes</b>	Materials and activities provide guidance for routines that support health and safety of children. The materials incorporate icons which support teachers in implementing activities. The Tools Tips icon includes guidance for promoting health and hygiene within the Health and Safety section. For example, Tools Tips features Health and Safety suggestions, such as using songs and fingerplays about health and safety routines like handwashing to reinforce learning. Another Health and

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			<p>Safety section recommends that teachers “create additional external mediation to remind children of rules related to Health and Safety topics” and provides the example, “for snack and lunch time you might have a chart that reminds children of steps needed for eating such as: wash hands, eat, clean up, and brush your teeth.” Additionally, the Activity Manual, Make-Believe Play center outlines health and safety standards to implement in play center design. The materials include guidance and examples for teachers as they design play themes for each center which authentically integrate themes of health, safety, and nutrition. During the Family Theme, the materials suggest that children pretend to wash their hands before activities such as preparing food and during bathroom scenarios. In the Pre-K Manual, Late Fall Topic Suggestions, Community Theme, teachers read books and discuss fire safety. The materials suggest that children’s play incorporate actions and role speech such as “Keep the potholder off the stove!” and “Children can’t touch the oven, only adults can.” During the Grocery Theme, teachers create shopping lists which include healthy food choices, like fruits and vegetables. In the Community Theme, the teacher encourages children to practice dialing 911 during a pretend emergency. The</p>



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			Story Problem cards provide opportunities to extend play, some of which include health and safety issues that encourage children to problem solve. The Activity Manual, Share and Tell Ideas section suggests that teachers request photos from home that demonstrate ways for children to stay healthy and safe. Guidance in the Share and Tell Ideas directs the teacher to offer various examples of these activities for students, including washing hands, eating an apple, and wearing a helmet.
	<b>Required</b> <b>2c)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each).	<b>Yes</b>	Materials and activities are provided through both teacher-directed and child-initiated experiences. Materials offer a variety of teacher-directed instruction. For example, the Math/Science Activities include teacher-directed instruction to introduce children to both math and science concepts. In math, the concepts are related to three main strands: Numbers, Geometry, and Measurement. For example, in the fall, children are introduced to Weather Graphing. This math lesson strengthens children's concept and understanding of weather types, as well as develops an understanding of graphing. During this activity the teacher asks what the weather is like, and children respond. Initially, the lesson is teacher-directed and the teacher identifies an accurate weather type and places it on the chart.

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			<p>As the year progresses, the lesson shifts to become student-led. The lesson also becomes increasingly difficult as children are introduced to numbers and counting and incorporates students' learning to use tally marks in the spring. Science concepts include: physical sciences, vocabulary, and inquiry skills development. For example, in Science Eyes, children use magnifying glasses to observe various objects throughout the year. In the beginning of the year, the teacher directs students in small groups. As the year progresses, the materials transition from Science Eyes activities, which are mainly focused on observation, and transition into Science Experiments, in which children begin to classify objects and use their senses for their observations. The Activity Manual includes child-initiated learning experiences under the Center Choice heading. The Make-Believe Play center block is an uninterrupted, 45-60 minute block, in which children "plan their play, engage in play together, and clean up." Centers are introduced by theme and are rotated every four weeks. Each theme coincides with the six major centers: literacy, housekeeping and dramatic play, science and sensory, blocks, art and fine motor, and math, manipulatives, and table toys. Activities are categorized into Large Group, Half Group, Six Small Groups, Partners,</p>

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			Individual, Teacher-Facilitated, and One-on-one Scaffolding and provide children with substantial opportunities for both teacher-directed and child-initiated experiences. Children choose between centers and activities during the Free Choice, Play Planning, and Make-Believe Play time blocks. Each daily plan includes a Free Choice block which offers children a consistent opportunity to begin the day by choosing an area of interest.
	<b>Required</b> <b>2d)</b> Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e., does not support practice through the use of worksheets, etc.).	<b>Yes</b>	Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Materials engage children in learning through interactive and hands-on approaches to learning through daily make-believe play. In the Make-Believe Play block, children build knowledge that connects to daily learning in the areas of language and literacy, math, and science, as well as social emotional and regulation skills, as they conduct role play, create art, and complete learning tasks. For example, in the Plan Book, Week 9, Grocery Theme, Free Choice block, children pretend to scan items at the cash register. During this week, children learn theme vocabulary and practice role speech and using props, such as being a shopper in the check-out line and saying “Pick up the

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			<p>pasta, put it on the belt.” In the Play Theme: Vet/Pets, Weeks 24-25, Dramatic Play Center, children pretend to check in, examine pets, give shots, bandage injuries, and discuss food options for their pets. They may also pretend to be cashiers or clerks in a pet shop by pretending to feed fish, guinea pigs, cats, dogs, rabbits, or birds and sell food and supplies for pets. In the Science Center, children wash and dry pets, cut pet’s hair, trim pets’ nails, and brush and check pets’ teeth. In the Literacy Center, children design collars and leashes for pets and create posters illustrating ways to keep pets healthy. The materials include hands-on activities for the children during the Making Collections of the Scaffold Plan Book, Week 15, Theme: Restaurant Week 3, Math and Science section, in which the teacher provides collection cards, counters, and the Numerals Game Checking sheet for children. The children then use hands-on manipulatives to solve the task problem in the center, such as taking food orders and receiving payments or counting supplies like the number of apples in a delivery box.</p>
	<p><b>Required</b>  <b>2e)</b> Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.</p>	<b>Yes</b>	<p>Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. Themes within the materials reflect</p>

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	<ul style="list-style-type: none"> <li>Literature</li> <li>Posters</li> <li>Music</li> <li>Art</li> <li>Thematic units</li> <li>Family engagement activities</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Teacher materials provide guidance for culturally responsive teaching.</li> <li>Curriculum builds in times throughout the unit/year for families to share their cultures.</li> </ul>		<p>children’s experiences and community while also introducing them to new cultures and experiences. For example, the first Play Theme is titled “Family” and includes ten texts featuring ten different cultures. The theme affirms diverse family experiences and represents people from multiple cultures. For example, in Week 17, questions for children include “What relatives do you like to share a meal with?” In Week 19, children explain their favorite holidays, and in Week 34, students explain their birthday celebration traditions. The Literature &amp; Thematic Units feature various cultures exhibiting race, ethnicity, religion, and family relationship norms. Themes include several different texts which incorporate Chinese holidays, Christian holidays, Hindu holidays, Jewish holidays, African American holidays, and Muslim holidays. Several Tools Tips provide instruction for integrating diversity and cultural awareness, such as how to “Use children’s home languages in Pretend Transitions” and that “Make-Believe Play Practice provides daily opportunity to build children’s awareness of diversity, both within your classroom and in your community.” Teachers use vocabulary from children’s home languages in play. The materials provide guidance for culturally responsive teaching and outline how</p>

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			<p>children from other cultures may react or express themselves differently in different situations. Teacher guidance includes suggestions such as: "Invite parents and other community members to come into your classroom as 'experts' to share about their jobs, holidays they celebrate, foods they prepare."</p> <p>Materials also include a Recommended Book List that features eleven texts specific to celebrating differences as part of Book Tubs used for Buddy Reading.</p>
	<p><b>Required 2f)</b> Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention.</p>	<b>Yes</b>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention. The Pre-K Curriculum Manual offers an Overview of the Time Blocks used for daily student scheduling under each activity's title. Each day, students engage in Free Choice activities, which provide self-directed time for exploring centers and activities. Opening Group is a large or whole group time block in which children "build community, develop self-regulation, and build fundamental math and literacy skills." Students then have a 45-60 minute, uninterrupted time block for Make-Believe Play center time. During Make-Believe Play Practice Reprise, the teacher reminds children of previous role playing and reviews</p>

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			<p>possible roles or actions children might act out. Students clean up between centers, and the teacher continues individualized practice with children at their next choice centers. Each day, children participate in large and small group literacy and math/science activities. In Large Group, children engage in Buddy Reading and in Graphics Practice as they begin to hone fine motor and self-regulation skills by drawing figures and shapes. During Small Group Literacy, the teacher works with a group of children to “support the development of listening comprehension, scaffolded writing, fluency and phonemic awareness.” During this time, children also participate in Story Labs by engaging in I Have—Who Has? games, which progress throughout the year from including names and colors to letters and words. Outside play time includes teacher-directed games such as Mouse Trap and What Are You Doing, Mr. Wolf? as well as opportunities for open-ended play. Teachers incorporate indoor play center themes into outdoor play by making materials available such as “spoons and pots for a sandbox kitchen” and “hula hoops for a dog training course.” The guidance suggests that some of the indoor activities, such as Number Line Hopscotch and Graphics Practice, can also occur outside.</p>

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<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a)</b> Materials and activities optimally support children learning at different developmental stages (e.g., <i>security</i> for infants, <i>exploration</i> for mobile infants, <i>identity</i> for toddlers, <i>language and literacy</i> for preschool).</p>	<p><b>Yes</b></p>	<p>Materials and activities optimally support children learning at different developmental stages. Teaching directions for children who need additional support achieving learning goals is included in iScaffold. iScaffold helps teachers identify focus skills and strategies to support each child's growth and development. In iScaffold, the Developmental Trajectories tab assists the teacher in identifying a child's current independent level and target skills of instruction. The iScaffold PK, Graphics Practice, Developmental Trajectories, Additional Scaffolds for Individual Children tabs also provides information for additional developmental support. For example, the guidance for addressing a child who has difficulty stopping on cue includes tips such as: "Remind the child as he/she is drawing to stop when the music stops. Once the music has stopped, give a verbal prompt. Say, 'Stop.'" The teacher then models drawing and stopping motions with the child and encourages the child to practice the motions. The materials provide additional guidance for children who require more fine motor and/or gross motor support. Instructions also include checking the table height and chair position for a child with balance issues or providing an accessible easel whiteboard in order for the child to participate in the activity.</p>



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			<p>For example, guidance for addressing children with fine motor pencil grip technique concerns instructs the teacher to “Provide the child with a thicker marker. On the marker, place any device this child needs to keep the appropriate/three-point handgrip such as a specialized grip extender. Once the child has progressed with using the device, transition her to no device.”</p> <p>Guidance for visually impaired children suggests that “If a child has visual or visual/perceptual difficulties or shoulder/arm stability difficulties, have this child place his whiteboard on a slant board if. If fine motor control is difficult, have this child write on a piece of paper with a crayon instead of on the slippery whiteboard; transition her to a whiteboard as the year progresses.”</p> <p>The Pre-K Activity Manual offers further guidance for supporting children at various levels of development. For example, the Challenge section for each activity offers guidance for modifying the activity in response to a child’s individual developmental stage.</p> <p>Furthermore, the Zooming into the ZPD sections provide expectations for a child’s development within the activity, how to meet the needs of a wide range of children, including dual-language learners, and Story Lab comprehension strategies, which become more</p>

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			challenging as the year progresses and include more complex texts.
	<b>Required</b> <b>3b)</b> 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; play encounters, interactions and routines become increasingly complex).	<b>Yes</b>	<p>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; and play encounters, interactions and routines become increasingly complex). The Scaffolded Plan Book provides detailed pacing for lesson activities and skills that increase in complexity throughout the year in the areas of phonological awareness, letter sounds, comprehension, letter and number formation, and math skills. Materials also include an Activities Scope and Sequence that outlines the progression of component skills over time. For example, Vocabulary Development lessons introduce and engage students using new vocabulary throughout the year. In the fall, this includes activities such as Share the News and Creating and Using Classroom rules. Vocabulary development progresses into the winter with the steady increase in the number of listening vocabulary through the Story Lab, in which students learn active listening, connections, and character empathy. In the spring, the Story Lab activity engages students in vocabulary development through the instruction of deliberate strategies for learning</p>

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			<p>vocabulary, such as story extensions, story grammar, and making predictions. In the fall, Phonological Awareness and Phonics skills lessons begin with students listening to, identifying, and manipulating sounds to develop children’s “auditory discrimination and phonemic awareness.” By winter, children start to recognize words that begin with the same sound, show a growing awareness of beginning and ending sounds, and demonstrate growing awareness and ability to discriminate separate syllables, segment words into syllables, and blend syllables to form words. By the spring, children learn and develop fluency in letter naming and identifying words in a book or in their own writing. Math activities systematically address number sense, geometry, and measurement. Each concept is broken down into components and introduced and practiced in a sequential progression in order to deepen understanding and increase fluency as students apply skills to increasingly complex mathematical concepts. In addition, all of the activities provide opportunities for teachers to personalize support for children at different levels of readiness. For example, in iScaffold Pre-K, Numeral Games, Developmental Trajectories, Number Concepts in Numeral games, students begin counting objects with</p>

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			numbers one-three. As progression occurs, students move to matching objects using one-to-one correspondence for numbers one-five. Then, students match objects using one-to-one correspondence with numbers one-ten. Lastly, students subitize groups in a correspondence set of numbers from one-twenty.
<b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b><i>Applicable to Ages 0-3</i></b> <b>4a)</b> Infant and toddler language and literacy development is emphasized through resources and activities that support (where developmentally appropriate): <ul style="list-style-type: none"> <li>• Frequent talk and conversations during daily routines (e.g., diapering and transitions);</li> <li>• Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate;</li> <li>• Open-ended questions that do not have a “yes” or “no” answer;</li> <li>• Use of texts, including rhymes, finger plays, and music/songs, that are appropriate for each developmental stage;</li> <li>• Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development;</li> <li>• Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and</li> <li>• Print awareness and letter knowledge.</li> </ul> <b><i>Applicable to Ages 3-4</i></b> <b>4a)</b> Language and literacy development is emphasized through resources and activities that support the following:	Yes	Language and literacy development is emphasized through resources and activities that support regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic; 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; pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; phonological awareness activities that demonstrate understanding of different units of sound and language; early stages of writing using a variety of tools, materials, and surfaces; and regular opportunities to communicate through written representation, symbols, and letters. Story Lab activities engage children in read-aloud experiences, exposing them to both narrative and expository texts through repeated readings of books over time

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	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Frequent use of a repeated-reading approach (i.e., with close repetition) 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;</li> <li>• Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group;</li> <li>• Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by <a href="#">Louisiana’s Early Learning and Development Standards</a>;</li> <li>• Early stages of writing (e.g., form shapes and letter like symbols) using a variety of tools, materials, and surfaces; and</li> <li>• Regular opportunities to communicate through written representation, symbols, and letters.</li> </ul>		<p>and allowing them to apply different comprehension strategies. The Pre-K Activity Manual, Science Activities, Story Lab provides students with regular read-aloud opportunities of appropriate informational text related to Physical Science: Earth, Space, and Life. This allows students to strengthen oral language skills and build and expand vocabulary use so that new vocabulary becomes part of spontaneous speech. The Tools Pre-K Activity Manual explains the process and importance of Story Labs and directs teachers to read each book multiple times within multiple activities to “support children’s development of different skills.” In the Story Lab, Predictions, the teacher provides multiple readings of familiar texts and prompts children to “make predictions about what will happen next in the story.” Materials explain that the “Specific Purpose” of the lesson is “to learn and apply logical thinking skills” in order to make predictions, increase deliberate memory, and strengthen listening comprehension skills. In PK4, Unit 8.2: I’m a Paleontologist, Day 4, the teacher reads How Do Dinosaurs Stay Friends? Before reading, the teacher explains that the book is about being a good friend and asks “Can anyone tell me what a friend is?” The teacher further explains the definition of friend while giving examples. Materials provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher directions for reading, including specific page numbers for stopping to and prompting discussion with directions and questions such as: “When you blame someone, you say they did something bad. Say, blame. It is not nice to blame or say someone did something bad when they didn’t. If you did something bad, you should take the blame and explain what happened.” and “Why is it important to share when we play with others?” Post-reading discussion includes children identifying the ways the characters in the book show that they are friends. On Day 5, the teacher reads the text again, explaining that after reading “we will role-play what it looks like to be a good friend.” The teacher reads again, stopping to ask questions on given page numbers such as, “Why should we never push a friend or peer?” and “If you feel upset or frustrated with a friend, what can you do so both of you feel better?” In Unit 8.3: Dinosaurs Big and Small, the teacher reads How Do Dinosaurs Stay Friends? again during the AM Read Aloud. After this third read, students draw and write about a time in which they were good friends. The teacher explains that “You will practice the qualities of friendship when you are creating the mural because you will all be working on the same piece of paper.” Teachers display the mural in a common</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>4b)</b> Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support:</p> <ul style="list-style-type: none"> <li>• Understanding of basic math concepts (e.g., counting, comparing size, spatial relationships songs);</li> <li>• Development of science concepts (e.g., body parts, weather, plants, animals);</li> <li>• Perseverance and persistence to solve problems;</li> <li>• Curiosity and exploration;</li> <li>• Creative thinking (e.g., pretending, make-believe play, role playing); and</li> <li>• Awareness of rules and responsibilities.</li> </ul>	Yes	<p>space where other children, teachers, and parents can view it.</p> <p>Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. Children build everyday concepts through their experiential knowledge with objects and processes in the natural world. At the same time, guided discovery leads children to internalize theory-based facts and concepts, so they begin to learn domain-specific knowledge in line with scientifically accepted understandings. Tools approach to science involves: learning science concepts; learning how to observe, describe, and represent observations through drawing and writing; applying measurement to observe changes over time and prove or disprove hypotheses and predictions; and learning the foundations of disciplined inquiry—asking questions, reasoning, predicting, observing, making descriptive records, discussing ideas with peers, making conclusions, and replicating experiments. For example, in the Pre-K Curriculum Activity Manual, Weather Graphing, children identify the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>weather outside and the teacher places a mark on the Weather Graph. Each day, children read the graph to determine what kind of weather occurs most often. In the early fall, teachers do a full version of Weather Graphing. From late fall until the end of the school year, teachers alternate days between the full and shortened version of Weather Graphing. On the days teachers do the full version of Weather Graphing, they continue to focus on weather concepts. In the spring, teachers implement Tallying on Fridays with shortened versions of the Timeline Calendar and Weather Graphing. In the Pre-K Curriculum Activity Manual, Science Eyes, children use a Magnifying Glass mediator, the “Science Eye,” to observe closely and use new vocabulary to describe their observations. The activity begins with the teacher facilitating discussion in a small group in which the children use new vocabulary words to describe a teacher-selected collection. Then, children work in pairs, taking turns looking at objects, describing to each other what they see, and confirming their partner’s observations. At the end of the activity, children create drawings representing details of their observations. The materials facilitate the introduction of Science Eyes in the late fall and continuing its use through the end of the year, with the introduction of</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Science Experiments, a variation of Science Eyes, in the spring. As the year progresses, the Science Eyes activities increase in complexity to reflect the students' growth. The children use new mediators that direct them to explore using a specific sense, adding new dimensions to the activities. Children learn to classify their observations and remember to use more than one sense to observe. Children also use Scaffolded Writing to draw and write about what they see. They observe collections first and science experiments later in the year.
	<p><b>Required</b>  <b><i>Applicable to Ages 3-4</i></b>  <b>4c)</b> 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 <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> and adhering to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>Promote children's acquisition and use of the language and vocabulary of math,</li> <li>Promote conceptual understanding of math content, and</li> <li>Promote children's development of perseverance and persistence in solving problems.</li> </ul>	Yes	Math materials and activities devote a large majority of time 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 and adhering to indicators of quality. Math activities systematically address number sense, geometry and measurement. The materials divide each concept into components with sequential introductions and practice in order to deepen children's understanding, increase skills fluency, and promote application in increasingly complex contexts. In addition, all of the activities provide opportunities for teachers to personalize support for children at

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>different levels of readiness. For example, in the Pre-K Curriculum Activity Manual, Math Memory, children closely examine a set of objects and its attributes before using language to help them describe and remember the objects. Then, the teacher hides the objects under a cloth and manipulates them by adding, subtracting, or substituting objects, or making no change at all. When the teacher lifts the cloth, children identify what is different about the objects using complex language. In the Pre-K Curriculum Activity Manual, Numerals Game, children work in pairs with one child counting out a number of objects after selecting a Numeral Card and the other child checking the accuracy by placing the objects on a Checking Sheet. The checker uses one-to-one correspondence to determine whether the quantity of the collection is correct and says whether there are “too many,” “too few,” or the “just right” number; the other child corrects any mistakes before the children trade roles. Quantification is addressed in multiple Questions of the Day, Centers, AM Read Alouds, Virtual Read Alouds, Flexible Small Groups, and Whole Group settings. In PK3, Unit 8: All About Fossils and Dinosaurs, the teacher reads Ten Tiny Dinosaurs. After reading, the teacher explains that “The dinosaurs in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the book were in a large flock. Let's put the dinosaurs in smaller groups or sets. Then we will say how many are in the set." Using Dot Cards, the teacher explains that each card has five dots and asks, "How many dinosaurs will I have if I put one dinosaur on each dot?" Together, the teacher and students count to five. Students then practice making groups of five using the dot cards. The Question of the Day for PK3, Unit 8.4: Dinosaur Theatre, is "How many fossils are in the set?" In this activity, students use cardinality to identify the number of fossils in a set of zero-five. During Flexible Small Group time, students have ample opportunities to engage in math quantification activities such as: Animal Sets, Bear Sets, Dot Sets, Cube Sets, Counter Sets and then sets of a given number such as sets of five through sets of ten. For each lesson, children discuss the objects and describe their shape, size, or color, then determine the amount of items in the set. Activities such as Bears to Circles-Five address one-to-one correspondence as students match one counting bear to each cube up to five. The teacher introduces the lesson by explaining, "We have been learning to match things that are different." The teacher then reviews what the term match means and gives an example using markers and their colored caps so</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students can match the caps with the markers. The teacher then models matching bears with a circle using red and white counters, explaining that the circles “will be their sitting circles like our carpet circles” and placing a bear on a circle. The teacher then gives each child a bag of counting bears and a circle and explains that a bear should be placed on top of each circle, then directs students to practice. The teacher denotes each child’s ability to match one to five objects as [Y] for yes they can, [N] for cannot, and [T] for teacher support.
	<p><b>Required</b></p> <p><b>4d)</b> Social-emotional learning is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> <li>• Developing healthy relationships and interactions with peers and adults;</li> <li>• Developing a positive self-identify and sense of belonging;</li> <li>• Expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals;</li> <li>• Regulating one’s own emotions and behavior;</li> <li>• Regulating one’s attention, impulses, and behavior; and</li> </ul> <p>Indicators consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	Yes	Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a positive self-identity and sense of belonging, expressing feelings and beliefs, and regulating one’s own emotions, attention, impulses and behavior. In the Pre-K Curriculum Activity Manual, Share the News, the teacher and children read the Share the News Icon Chart together, and the teacher introduces the topic for the day’s discussion. Children discuss the topic with a partner. The teacher brings the activity to a close by briefly discussing several of the students’ comments. Over the course of the materials, Share the News progresses with the children. Teachers introduce new and more complex topics for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>discussion, including emotions, play themes, social problem solving, rules and their meaning, and compliments. Children learn to practice conversing with peers, engaging in positive social interaction, taking turns listening and speaking, and talking “on topic,” strengthening self-regulation skills. Children also practice labeling and talking about emotions and feelings, establishing emotion recognition and emotional regulation. Teachers extend these skills by progressing from beginning topics in the fall to more complex play theme related topics, understanding emotions, and talking about social problems. As the year continues, children share about more challenging topics related to social-emotional development. Teachers may choose to revisit previously discussed topics if they see a need. For example, the teacher may choose to revisit a conversation about using playground equipment safely as the school year continues and children need reminders. In PK3, Unit 2: Family and Community and Family Houses and Homes, the teacher reads The Calm Body Book. Before reading, the teacher explains to students that “We are going to practice stretching one more time today! Before we begin, let’s talk about our book. What is your favorite thing about The Calm Body Book?” While reading, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teacher and students practice their favorite stretches as the teacher displays the pages that match their poses. After reading, the teacher explains that “Sometimes in the classroom, you might not get what you want and feel upset or frustrated. What can you do? Can you think of any other ways to calm down and relax your body?” The teacher then models how deep breathing can help students feel calmer. Teacher guidance includes modeling calming and relaxation techniques throughout the day. In PK4, Unit 2: Family and Community, Painting My Feelings center, children identify their feelings and illustrate an appropriate independent calming technique through painting. The teacher supports children by asking questions such as: “Are you feeling nervous?” and “What can you do to feel calm?” Students label the emotions they painted.
<b>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to: <ul style="list-style-type: none"> <li>• Aligned activities;</li> <li>• Virtual portals;</li> <li>• Stories/books; and</li> <li>• Learning extensions to be completed at home.</li> </ul>	<b>Yes</b>	Materials provide a variety of family engagement activities to strengthen children’s learning and development. Each unit within the materials offers a tab for Family Connections. In this tab families can view the: ECR Virtual Lessons, Unit Letter, Unit One Pager, and homework for each week of the unit, all of which are offered in English, Spanish, and Amharic. For example, the PK3, Unit 5, Unit Letter explains that in Unit 5 “your child will explore culture

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			<p>through food, language, celebration, clothing, and art” and describes unit activities, read aloud texts, suggested text titles families may check out at the library, social-emotional learning tips, and a STEM @ Home activity. The unit one-pager offers families a snapshot or quick at-a-glance overview of the unit as a whole and includes social-emotional learning, language and literacy, and math and science learning targets that are discussed throughout the unit, as well as at-home conversation topics, activities, and book suggestions. Homework assignments are printable handouts with explicit directions or “Grown-up Tips” for completion. In the Pre-K Curriculum Activity Manual, Share the News, children bring items from home to share with a partner. Items include: a favorite book, a drawing they made that they’re proud of, a card or letter they wrote or received, a family photo, a photo showing something the child does during their bedtime routine, a photo of a community helper in the child’s life, or a photo showing a way the child stays healthy and safe. In the Pre-K Curriculum Activity Manual, Tools Tips, Diversity and Cultural Awareness, activities such as Make-Believe Play Practice provide daily opportunities to build children’s awareness of diversity, both within the classroom and in their community. The materials suggest to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			using vocabulary from children's home languages during play.
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b>  Materials and activities reflect a wide range of experiences for skill development.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6a)</b> The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day.	Yes	The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support for managing transition time within the day. The materials provide teachers with resources to utilize throughout the year and include the following: Scope and Sequence, Scaffolded Plan Book, Recommended Book List, and Curriculum Manual. The Scope and Sequence book focuses on literacy, mathematics, science, social studies, social-emotional learning, self-regulation development, and physical development. Each essential learning block is further segmented to include important component skills. Component skills cover fall through spring and include methods of teaching such as large group, half group, partners, individual, one-to-one scaffolding, teacher-facilitated, and six small groups. The Scaffolded Plan Book provides detailed information, components, and guidance for the program. For the first eleven weeks of the school year, all areas of the Plan Book include suggestions for activity implementation,



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			<p>reminders about activity flow, and external mediation. During these weeks, the teacher uses the Plan Book to lead children in the classroom, internalize activity steps, and implement routines throughout the school day. After Week 11, the Plan Book allows teachers more opportunities for teacher planning and reflection while offering guidance in many areas, such as the introduction of a new activity or when it might be appropriate to adjust the challenge level for an existing activity. The Curriculum Manual offers direction for implementing the curriculum as the school year progresses and as children develop and grow. The manual is also available digitally on the iScaffold tab of the materials' digital component. In addition to the manual, resources such as activity videos, full color activity guides, and scaffolding supports are provided.</p>
	<p><b>Required</b> <b>6b)</b> Materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>Materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment, and learning. The Pre-K Curriculum Manual, Play Theme Planner, offers teacher support in planning center activities that offer a "high-level make-believe play" that is centered around children's interests. For example, in the Week 6, Family Theme, Free Choice center, children respond to a mystery in a quick Mystery Game and then have</p>

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			<p>self-directed time for exploring centers and activities. Activities support instructional topics and promote student engagement in order to deepen understanding. For example, in Week 9, Grocery Theme, Week 2, Opening Group, the teacher and children participate in a variety of activities to build community, develop self-regulation, and build fundamental math and literacy skills. Participation styles that increase children's use of language are used to support engagement and learning. Materials also provide recommended texts for read-alouds that build play theme background knowledge. For example, in Play Themes: Family, texts include: Bee-Bim Bop, A Morning with Grandpa, Cora Cooks Pancit, I Dream of Popo, My Papi Has a Motorcycle, and The Proudest Blue: A Story of Hijab and Family, all focusing on diverse family experiences. In Play Theme: Grocery, texts include: At the Supermarket, Put It On the List, Eat Your Colors, Shopping with Dad, and On the Farm, At the Market, all of which build background knowledge about the ways in which people get food. Each Play Theme has a text list that builds student background knowledge. Once the unit begins and the themed texts are read, Book Tub text selections are added for Buddy Reading. Book Tub texts for the Family Play Theme include: All Are</p>

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			Welcome, A Ticket Around the World, The Color of Us, What Do You Celebrate? Holidays and Festivals Around the World, and Whoever You Are, which illustrates diverse families and events among different families. Each theme offers new Book Tub text selections that support learning through children's interests with the texts. Free Choice and Outside Play activities are also provided that appeal to children's own interests and support learning. Outside play is a key component in that it offers children "open-ended play choices" which include sensory and gross-motor play experiences that support children's cognitive, social-emotional, and physical development. An Open-Ended Play ideas and materials list is located within the Pre-K Outside Play Ideas under Additional Resources tab and the subheading, Outside Play Guidance. The guidance offers suggestions for each theme, as well as activities that can be used both indoors and outside.
	<b>Required</b> <b>6c)</b> Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, 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-	<b>Yes</b>	Activities Include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. The Week 17, Restaurant Theme, Week 5, Pretend Play Block includes plastic restaurant foods which represent various fruits and vegetables,

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	building, physical, spatial relations) and require the most action on the part of the child.		as well as grains and dairy products. The goal for this week is to allow children to pretend they are the restaurant cook. The teacher monitors progress and provides redirection if needed. The teacher may ask, "How does a chef make vegetable soup?" Children pretend to chop vegetables after washing them. In the Week: 19, Medical Theme, Week 2, Large Group Literacy: Buddy Reading or Graphics Practice Review, the teacher introduces waves, also referred to as "snakes in the grass." Because drawing the figure may be difficult, the teacher uses playdough to show the S-shaped lines for snakes. The teacher also uses music to practice the figure of S, focusing on the specific direction. Children practice this shape with the music first, until they understand how to make the motion. Children then draw the snake starting with a curve to the left, using gross motor, and large body movements to move the S in the right direction. Children practice using the spelling language "curve in, curve out" to solidify the direction.
	<b>Required</b> <b>6d)</b> Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).	<b>Yes</b>	Materials are available in appropriate formats and a variety of formats. Variety in instructional materials supports the learning process by offering lessons and activities that include books, videos, art, music, visual presentations that are both instructional and visually appealing. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>example, In the Blend and Move Flexible Small Group, children play a kinesthetic blending game. Children use their hands to blend phonemes. If the children can blend the whole word, they clap their hands and then say the word. In the Beginning Flexible Small Group, children identify the beginning of a word using a visual aid and kinesthetic movements. In this lesson, children stand in a line, and the child at the beginning of the line holds a poster with the words “The Beginning.” The teacher asks “Who is at the beginning of the line?” and children respond by stating, “[name] is at the beginning of the line.” That child then passes the poster to the next child in line and goes to the end of the line. This process is repeated for all children. In the Flexible Small Group, Musical Colors/Musical Chairs, children strengthen vocabulary by describing colors, actions, and commands. Using visual support of colored construction paper, children move about the room while music is playing. When the music stops, children match the construction paper in their hand with the corresponding color on the floor. Children identify the name of the color they have matched. Once all students have responded to the teacher, children receive a new piece of colored paper, and the music begins again. To extend this activity, the teacher has “the</p>

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			children practice stopping when the music stops and then perform an action such as touch their toes, wave hello, jump and down, etc.” Science, Technology, and Inquiry Skills are addressed as children use the senses of sight, hearing, touch, smell, and taste to explore the environment. After the teacher reads <i>Light: Shadows, Mirrors and Rainbows</i> , children explore light and learn how to make shadows, reflections and rainbows. After the teacher reads <i>We’re Going on a Leaf Hunt</i> , the teacher introduces the names of several species of trees as children hunt for leaves. Additionally, charts and posters are available to enhance understanding of the five senses while including rich vocabulary, such as expanded language for color, including crimson, apricot, periwinkle, and for describing color, including faded, pattern, and speckled.
<b>7. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>7a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, work samples and family perspectives).	Yes	Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Within the materials, authentic performance assessments are embedded in classroom activities. Teacher questioning and sample student responses, both verbal and task related, are used as formative assessments as teachers record student outcomes. For example, in Week 25, Pet/Vet Theme, Week 3, the materials

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>prompt teachers to spend time “observing children’s play using the Make-Believe Play Formative Assessments as a guide.” Summative assessments for children working towards mastering letter sounds and letter names include a Dynamic Assessment in which the teacher prompts and hints. Assessments include: Play Assessment, Scaffolded Writing Assessment, Story Lab Listening Comprehension Assessment, Letter Sound and Name Dynamic Assessment, Math Assessment, and Social Emotional Development Assessment (Individual Form). Additional Assessments within the Portfolio for Parent Conferences include: Portfolio Overview, Individual Play Assessment Summary, Individual Literacy Assessment Summary, Individual Math Assessment Summary, and Social Emotional Development Assessment (Individual Form). Materials also include comprehensive summative assessments. Summative assessments in the Assessment Packet within the eTools assess make-believe play, social-emotional development, letter sounds and names, math, and listening comprehension. Materials also align with the Teaching Strategies GOLD® assessment tool and provide specific teacher guidance available on eTools for implementing GOLD®.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>7b)</b> Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule.</p>	Yes	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule. Observation and questions are embedded within the lessons to ensure adaptation to meet each child's interests. For example, in the Pet/Vet Theme, Reflection, guidance reminds teachers to use Make-Believe Play assessments and explore the Formative Assessment tool to plan for upcoming Play Planning, Make-Believe Play, and Play Practice. Teachers engage in the ongoing process of observation and adapt to meet each child's needs through the scaffolded writing activity. Scaffolded writing begins as a teacher-modeled activity in Message of the Day and in the initial stages of Play Planning. As children's abilities in Play Planning grow, the teacher scaffolds their writing levels accordingly and introduces new activities that afford more practice in scaffolded writing. Teachers use the same Dynamic Assessment and levels of scaffolding on all Scaffolded Writing activities. Documentation pages are provided for the teacher to continue their observation while the child works independently. Teachers use this documentation to target activities for the child in the upcoming weeks. For</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, the Pre-K Activity Manual gives explicit teacher directions for documenting children’s reading abilities. The child reads a short passage, and the teacher records what the child did independently “by circling in the Dynamic Assessment box all the independent levels representing what the child can do on their own.” The teacher then chooses one skill to scaffold in the child’s ZPD, and places an X on that skill in the Dynamic Assessment box. Finally, the teacher observes whether the child can apply the skill independently, and, if so, a new skill is selected. The Pre-K Assessment document includes reflection and observation questions, places for anecdotal note taking, and recommended assessment schedules and outlines what teachers should assess daily, weekly, monthly, and three times per year. The Pre-K Assessment packet includes a Using Play Level Assessment Data to Inform Teaching and Plan Scaffolding Monthly Guided Reflection form for teacher reflection of student progress and planning. Materials also align with the CLASS® measure and have an alignment resource available on eTools.
	<b>Required</b> <b>7c)</b> Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.	<b>Yes</b>	Assessment occurs frequently to assure that current knowledge of each child’s development is accurate. The materials provide assessment tools that work in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>concert with the Dynamic Assessment approach, providing teachers with another set of assessment tools to identify baselines, document children's development over time, and identify areas of individual need, as well as allowing teachers to better target scaffolding and be more deliberate in planning instruction. Teachers choose the tools that best fit their individual program and classroom needs. The Assessment Packet provides guidance about frequency of assessment. Assessments may occur weekly, monthly, or three times a year (at the beginning, middle, and end of the year). The assessment packet offers teacher guidance outlining the skills, tools, and frequency of the assessment. For example, the Scaffolded Writing Dynamic Assessment on Play Plans is recorded on the Center Planning Record Sheet and occurs daily, while the Story Lab Listening Comprehension, Letter Sound and Name Dynamic, Math, and Social Emotional Development Assessments occur three times per year. Materials explain that most of the information from assessments should be summarized at least monthly for "assessments done daily or monthly." Additionally, materials include a parents' perspective on their child's learning that is facilitated through Family Connect, a self-contained messaging system that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			allows for bi-directional translation into a variety of languages, as well as the exchange of video of the child learning at home and at school.
<b>8. SCAFFOLDING AND SUPPORT</b>  Materials and activities provide all children with opportunities and support to meet the standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>8a)</b> Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with disabilities, etc.). Examples may include: <ul style="list-style-type: none"> <li>• Supportive language;</li> <li>• Movements or non-verbal cues; and</li> <li>• Open-ended questions that prompt children to expand complex thinking or exploration.</li> </ul>	Yes	Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. The Zooming In on the ZPD section for each activity contains the following guidance: “There will be children who need additional support to engage in activities and meet learning goals. There will also be children who make faster progress toward learning goals who will need more challenges.” Teachers use iScaffold to identify focus skills and strategies that support each child’s growth and development. In iScaffold, the Developmental Trajectories tab helps teachers identify each child’s current independent level and the target skills on which students should focus. The Additional Scaffolds tab provides guidance for working with children with a variety of needs, directing teachers as they support individual student growth and development. For example, the guidance suggests that the teacher demonstrates writing the first letter of the child’s name and has the child copy the movements, writing the same letter under the letter the teacher wrote. The materials recommend that the teacher uses private speech while forming the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			letter. The teacher watches what the child does, and if the child uses the same motor movement and private speech, they can move on to the next letter. The Story Lab activity allows open-ended questioning to promote complex thinking and exploration of ideas. For example, in Week 9, Grocery Theme, the teacher introduces a card with the question, "Can you make a connection?" Children make a connection about the foods from the book What's on the List? to the foods they see when they go shopping with an adult.
	<b>Required</b> <b>8b)</b> Activities are flexible and allow for adjustments according to children's needs and interests.	<b>Yes</b>	Activities are flexible and allow for adjustments according to children's needs and interests. Daily lessons may be taught as a block that includes all the key activities and can be arranged to create a customized schedule. Within each block, activities increase in complexity as children grow and develop throughout the year. The timeline suggests when an activity is typically implemented within the school year and when different activities are implemented relative to each other; however, teachers use children's development as a guide for timing the implementation of activities and increasing the level of difficulty. Activities encompass a developmental range and accommodate a wide scope of development within a single activity,

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			<p>allowing teachers to meet the needs of all children in various developmental stages. Teachers of mixed-aged classrooms with returning children and classrooms composed exclusively of four-year-olds may choose early implementation of activities typically introduced later in the year to align with the development of children in their classrooms. They may also wish to introduce more challenging levels of content sooner. Teachers of classrooms with developmentally younger children may implement some of the earlier activities for a longer period of time to meet the needs of their children. For example, Scaffolded Plan, Week 1, Small Group Math or Science, introduces puzzles and manipulatives, and by Week 5, Family, Small Group Math, children participate in free choice puzzles and manipulatives. In another example of flexible activities, the Scaffolded Plan, Week 8, Grocery, Make-believe Play block, students continue play planning throughout the theme-building week. Teachers provide two or three centers dedicated to prop-making. As children make props, they describe what they are creating, starting with the words “I am going to make...” The schedule then moves into Make-believe play. Some children make props and setting elements, while others play at centers. At the play centers, teachers can either</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			remove Family theme materials and have children play with the base and sensory layer materials or keep the family theme materials available for play. Teachers also have the option to transition to Grocery centers with props and sets children make.
<b>FINAL EVALUATION:</b> <b>Tier 1 ratings</b> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality. <b>Tier 2 ratings</b> receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <b>Tier 3 ratings</b> receive a “No” in Column 1 for one or more of the Non-negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-negotiables</b>	1. Content Within the Parameters of the Standards	Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on responsive caregiving, relationships, and emotional connections. Materials and activities provide guidance for routines that support health and safety of children. Materials and activities provide both teacher-directed and child-initiated experiences. Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning. Materials and activities are culturally

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages. Additional support for children needing assistance to engage in activities and meet learning goals is addressed throughout the program in iScaffold. iScaffold helps identify focus skills and strategies to support each child's growth and development. In iScaffold, the Developmental Trajectories tab helps teachers identify a child's current independent level and target skills. Materials and activities present a logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials & Activities	Yes	Language and literacy development is emphasized through resources and activities that support the following: regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic; frequent use of a repeated-reading approach (i.e., with close repetition) 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; pacing and time-estimate of the given literacy lessons appropriate for the targeted age

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			group; phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana's Early Learning and Development Standards; early stages of writing (e.g., form shapes and letter-like symbols) using a variety of tools, materials, and surfaces; and regular opportunities to communicate through written representation, symbols, and letters. Cognitive development and executive functioning is emphasized where developmentally appropriate through resources and activities that support development and understanding of basic math and science concepts, perseverance and persistence, curiosity and exploration, creative thinking, and rules and responsibilities. Math materials and activities devote a large majority of time 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 and adhering to the following indicators of quality.
	5. Activities/Materials Supporting Family Participation	Yes	Materials provide a variety of family engagement activities to strengthen children's learning and development.
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	Yes	The materials are easy to use and well-organized for children and teachers.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teacher editions are concise and easy to manage with clear connections between resources. Materials provide guidance and support managing transition time within the day. Materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning.
	7. Assessment	Yes	Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule.
	8. Scaffolding and Support	Yes	Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Activities are flexible and allow for adjustments according to children's needs and interests. Each part of the day in the classroom may be thought of as a block that includes all key activities and can be rearranged to create a customized schedule. Within each block are activities of increasing difficulty as children grow over the course of the year, as well as new activities for implementation later in the year as children develop.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b>			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in Early Childhood Education and grade K.

# Appendix I.

## Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.