

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. Early childhood educators 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 to five.

Title: **[Title]**

Age Levels: **[Birth to Five]**

Publisher: **[Publisher]**

Copyright: **[Copyright]**

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

Overall Rating: **[Choose one: Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing 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 for All Children	

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 Development and Well-Being and Social and 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**² 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.

² Required Indicators of Superior Quality are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>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.</p>			
<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 type="checkbox"/> No</p>	<p>Required</p> <p>1a) 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 (address each of the domains listed below):</p> <ul style="list-style-type: none"> • Approaches to Learning; • Cognitive Development/General Knowledge which includes: <ul style="list-style-type: none"> ○ Creative Thinking and Expression, ○ Mathematics, ○ Science, and ○ Social Studies; • Language and Early Literacy Development; • Physical Development and Well-Being; and • Social and Emotional Development. 		
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) Materials and activities focus on responsive caregiving (infant/toddler), relationships and emotional connection.</p>		
	<p>Required</p> <p>2b) Materials and activities provide guidance for routines that support the health and safety of children.</p>		
	<p>Required</p> <p>2c) Materials and activities include both teacher-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each).</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 2d) 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 (e.g., does not support practice through the use of worksheets, etc.).</p>		
	<p>Required 2e) Materials and activities are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.</p> <ul style="list-style-type: none"> • Literature • Posters • Music • Art • Thematic units • Family engagement activities <p>Examples:</p> <ul style="list-style-type: none"> • Teacher materials provide guidance for culturally responsive teaching. • Curriculum builds in times throughout the unit/year for families to share their cultures. 		
	<p>Required 2f) Materials and activities are incorporated throughout a variety of settings (indoor and/or outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.</p>		
<p>3. COMPLEXITY OF CURRICULUM MATERIALS AND ACTIVITIES</p>	<p>Required 3a) 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, etc.).</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	Required 3b) Materials and activities present a logical and coherent progression of complexity over time (e.g., 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, etc.).		
4. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES <input type="checkbox"/> Yes <input type="checkbox"/> No	Required Applicable to Ages 0-3 4a) Infant and toddler language and early literacy development is emphasized through resources and activities that support (where developmentally appropriate): <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering and transitions); • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate; • Open-ended questions; • Use of texts, including rhymes, finger plays, and music/songs, that are appropriate for each developmental stage; • Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (e.g., animals, cities, weather, etc.) in order to accelerate background knowledge and vocabulary development; • Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and • Print awareness (e.g., exploring, touching, and holding board books). Applicable to Ages 3-4 4a) Language and early literacy development is emphasized through resources and activities that support the following: <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 		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>accelerate children’s background knowledge and vocabulary development;</p> <ul style="list-style-type: none"> • 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 group; • Print awareness and letter knowledge (e.g., discusses print conventions in texts, identifies letters and sounds in print); • 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. 		
	<p>Required 4b) Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts (e.g., counting, comparing size, spatial relationships songs); • Development of science inquiry (e.g., observe, ask questions, predict, make comparisons, conduct scientific investigations, and simple experiments); • Perseverance and persistence to solve problems; • Curiosity and exploration; • Creative thinking (e.g., pretending, make-believe play, role playing); and 		

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	<ul style="list-style-type: none"> Awareness of rules and responsibilities. <p>Required Applicable to Ages 3-4 4c) 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 and adhering 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, and Promote children’s development of perseverance and persistence in solving problems. 		
	<p>Required 4d) Social and emotional learning is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> Developing healthy relationships and interactions with peers and adults; Recognizing themselves as unique individuals and express confidence in their own abilities; and Regulating one’s own emotions and behavior and responding to the emotions of others. <p>Indicators consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>		
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> Aligned activities; Virtual portals; Stories/books; and Learning extensions to be completed at home. 		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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>Required 6a) 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.</p>		
	<p>Required 6b) Materials and activities include topics that appeal to children’s interests in order to deepen motivation, enjoyment, and learning.</p>		
	<p>Required 6c) 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-building, physical, spatial relations) and require the most action on the part of the child.</p>		
	<p>Required 6d) 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.).</p>		
<p>7. ASSESSMENT</p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p>	<p>Required 7a) Assessments consistent with the <i>Louisiana Birth to Five Early Learning and Development Standards</i> are provided through a variety of appropriate methods (e.g., anecdotal observations/notes, photographs, checklists, work samples and family perspectives).</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	Required 7b) 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.		
	Required 7c) Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.		
8. SCAFFOLDING AND SUPPORT FOR ALL CHILDREN Materials and activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 8a) Appropriate suggestions and sufficient instructions provide support for 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"> • Supportive language; • Movements or non-verbal cues; and • Open-ended questions that prompt children to expand complex thinking or exploration. 		
	Required 8b) Activities are flexible and allow for adjustments according to children’s needs and interests.		
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			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables³	1. Content Within the Parameters of the Standards		
	2. Appropriateness of Curriculum Materials and Activities		
	3. Complexity of Curriculum Materials and Activities		

³ Must score a “Yes” for all Non-Negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Quality of Curriculum Materials and Activities		
	5. Activities/Materials Supporting Family Participation		
II: Additional Indicators of Quality⁴	6. Implementation Format of Materials and Activities		
	7. Assessment		
	8. Scaffolding and Support for All Children		
FINAL DECISION FOR THIS MATERIAL: [Choose one: Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]			

⁴ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.