

## Office of Teaching and Learning

# Instructional Materials Evaluation Tool

(IMET) for Alignment in Resources for Infants, Toddlers, Preschool Children, and Ages 0-5

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 a child's foundational growth through ongoing high-quality learning interactions that align to [Louisiana's Birth to Five Early Learning and Development Standards](#)<sup>1</sup> and through observation and assessment of children to support their learning and developmental process. Additionally, a high-quality curriculum enables early childhood educators to cultivate an environment 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: **[Age Levels]**

Publisher: **[Publisher]**

Copyright: **[Copyright]**

Curriculum Type: **[Integrated<sup>2</sup>, Language/Literacy (Pre-kindergarten only), Math (Pre-kindergarten only)]**

Overall Rating: **[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 and Complexity Within the Parameters of the Standards (Non-Negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-Negotiable)	
3. Quality of Curriculum Materials and Activities (Non-Negotiable)	
4. Activities/Materials Supporting Family Engagement (Non-Negotiable)	
5. Implementation Format of Materials and Activities	
6. Assessment and Support for All Children	

<sup>1</sup> Access Louisiana's Birth to Five Early Learning and Development Standards and guidance documents on the [Early Childhood Planning](#) webpage.

<sup>2</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 Early Literacy Development, Physical Development, and Interpersonal Skills).

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

- Review the **required** 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 all of the **Non-Negotiable Criteria 1-4** 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” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-Negotiable Criteria but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-Negotiable Criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA</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 all of the Non-Negotiable Criteria 1-4 for the review to continue to Section II.			
<b>Non-Negotiable</b> <b>1. CONTENT AND COMPLEXITY 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> (ELDS).  <input 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 <b>meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (ELDS)</b> , applicable to the curriculum type (i.e., mathematics-only curricula should align to the Mathematics subdomain of “Cognitive Development and General Knowledge,” while integrated curricula should have components of all domains) while fostering the <b>integration of development across domains</b> (i.e., address each of the domains listed below): <ul style="list-style-type: none"> <li>• Approaches to Learning;</li> <li>• Cognitive Development and General Knowledge which includes:               <ul style="list-style-type: none"> <li>○ Mathematics,</li> <li>○ Science,</li> <li>○ Social Studies, and</li> <li>○ Creative Arts</li> </ul> </li> <li>• Language and Early Literacy Development;</li> <li>• Physical Development; and</li> <li>• Interpersonal Skills.</li> </ul>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required</b> <b>1b)</b> Materials and activities present a <b>logical and coherent progression of complexity over time</b> (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).		
	<b>Required</b> <b>1c)</b> Materials spend minimal time on content outside of <a href="#">Louisiana's ELDS</a> .		
<b>Non-Negotiable</b> <b>2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required - Integrated Curriculum Only</b> <b>2a)</b> Materials and activities focus on <b>responsive caregiving</b> (infant/toddler), building <b>positive relationships</b> with peers and familiar adults, and/or <b>positive interactions</b> with peers and familiar adults while learning.		
	<b>Required - Integrated Curriculum Only</b> <b>2b)</b> Materials and activities provide guidance for routines that support the <b>health and safety</b> of children.		
	<b>Required</b> <b>2c)</b> Materials and activities provide both <b>teacher-directed and child-initiated</b> experiences (e.g., children receive substantial opportunities to choose interest areas/learning centers and activities within each when age-appropriate).		
	<b>Required</b>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>2d)</b> Materials and activities allow substantial opportunities for frequent practice of skills using <b>interactive and hands-on approaches</b> that directly connect to daily learning and are initiated by the child (e.g., do not support practice through the use of worksheets, etc.).		
	<b>Required</b> <b>2e)</b> Materials and activities provide frequent opportunities for children to make <b>meaningful connections to their own knowledge and experiences</b> , allowing them to demonstrate an awareness of themselves as individuals and as members of a family and community.		
	<b>Required</b> <b>2f)</b> Materials and activities incorporate a <b>variety of settings</b> (indoor and/or outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.		
<b>Non-Negotiable</b> <b>3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Applicable to Ages 0-3</b> <b>Required - Integrated Curriculum Only and Language and Literacy Curriculum</b> <b>3a)</b> Infant and toddler <b>language and early literacy development</b> is emphasized through resources and activities that support (where age-appropriate): <ul style="list-style-type: none"> <li>Frequent talk and conversations during daily routines (e.g., diapering and transitions);</li> <li>Intentional and frequent educator-child and peer-peer interactions and use of</li> </ul>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>gestures, sounds, words, phrases, or simple sentences to communicate;</p> <ul style="list-style-type: none"> <li>• Open-ended questions;</li> <li>• Use of texts, including rhymes, finger plays, and music/songs, that are age-appropriate for each stage;</li> <li>• Regular and repeated read-aloud (with close repetition) of texts related to a theme or topic (e.g., animals, cities, weather) 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 (e.g., exploring, touching, and holding board books).</li> </ul> <p><b>Applicable to Ages 3-5</b>  <b>Required - Integrated Curriculum and Language and Literacy Curriculum</b>  <b>3a) Language and early literacy development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic (e.g., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development;</li> <li>• Frequent use of a repeated-reading approach for texts read aloud, building from the enjoyment of the story and basic/literal comprehension to the discussion of inferential questions and</li> </ul>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>drawing or writing to express understanding;</p> <ul style="list-style-type: none"> <li>• Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group;</li> <li>• Print concept activities that demonstrate knowledge of books and how print conveys meaning;</li> <li>• Alphabet awareness activities that require letter recognition and making letter-sound connections (e.g., identifies letters and sounds in print) and explicitly teach letter sounds;</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 ELDS</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><b>Required - Integrated Curriculum Only</b></p> <p><b>3b) Cognitive development and executive functioning</b> are emphasized, where age-appropriate, through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Understanding of basic concepts outlined in the “Cognitive Development and General Knowledge” domain of the Standards:</li> </ul>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> <li>○ Mathematics</li> <li>○ Science</li> <li>○ Social Studies</li> <li>○ Creative Arts;</li> <li>● Development of scientific inquiry (e.g., observe, ask questions, predict, make comparisons, conduct scientific investigations and simple experiments);</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>		
	<p><b>Applicable to Ages 3-5</b>  <b>Required - Integrated Curriculum and Math Curriculum Only</b>  <b>3c) Math materials and activities devote a large majority of the time (75% or more) to the development and understanding of the following:</b></p> <ul style="list-style-type: none"> <li>● Knowledge of numbers: Activities and materials allow children to demonstrate knowledge of numbers and the relationship between numbers and quantities.</li> <li>● Patterns and Operations: Activities and materials allow children to demonstrate, in a variety of ways, knowledge of patterns and mathematical operations.</li> <li>● Measurement: Activities and materials allow children to measure objects by</li> </ul>		



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>their various attributes and make comparisons.</p> <ul style="list-style-type: none"> <li>Shapes and Spatial Relationships: Activities and materials allow children to identify shapes and describe their properties.</li> </ul> <p>Additionally, materials and activities <b>align with the domain of “Mathematics”</b> outlined in <a href="#">Louisiana’s ELDS</a> and adhere 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>		
<p><b>Non-Negotiable</b>  <b>4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>4a)</b> Materials provide a variety of <b>family engagement</b> activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> <li>Aligned activities;</li> <li>Virtual portals;</li> <li>Stories/books; and</li> <li>Learning extensions to complete at home.</li> </ul>		
<b>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</b>			
	<p><b>Required</b>  <b>5a)</b> The materials are <b>easy to use and well organized</b> for children and early childhood</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b>  Materials and activities reflect a wide range of experiences for skill development.  <input type="checkbox"/> Yes <input type="checkbox"/> No	educators. Educator 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.		
	<b>Required 5b)</b> Suggested materials and activities appeal to <b>children’s interests</b> in order to deepen motivation, enjoyment, and learning.		
	<b>Required 5c)</b> Activities include the use of <b>safe and age-appropriate toys and manipulatives</b> (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).  Materials can be used in a variety of ways to help children <b>practice and develop new skills</b> (e.g., fine motor, memory, listening, self-regulation, language, problem-solving, relationship-building, physical, and spatial relations) and require the most action on the part of the child.		
	<b>Required 5d)</b> Materials are available in <b>appropriate formats</b> (e.g., vinyl books and board books) and a <b>variety of modalities</b> (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6a) Assessments</b> consistent with <a href="#">Louisiana's ELDS</a> are provided through a variety of appropriate methods that meet each child's developmental needs and interests in a variety of settings within the daily, weekly, and/or monthly schedule (e.g., anecdotal observations/notes, photographs, checklists, work samples, and family perspectives).		
	<b>Required</b> <b>6b) Assessment</b> occurs frequently to <b>ensure</b> that current knowledge of each <b>child's development is accurate</b> .		
	<b>Required</b> <b>6c) When assessing child progress, appropriate suggestions and sufficient instructions</b> are provided to support the varying developmental levels of children. Examples may include: <ul style="list-style-type: none"> <li>• Supportive language;</li> <li>• Movements or non-verbal cues;</li> <li>• Open-ended questions that prompt children to expand complex thinking or exploration;</li> <li>• Flexibility to accommodate children's individual needs and interests; and</li> <li>• Opportunities for children to take the lead in their learning.</li> </ul>		
<b>FINAL EVALUATION</b> <b>Tier 1 ratings</b> receive a "Yes" for all Non-Negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. <b>Tier 2 ratings</b> receive a "Yes" for all Non-Negotiable Criteria but at least one "No" for the Additional Criteria of Superior Quality. <b>Tier 3 ratings</b> receive a "No" for at least one of the Non-Negotiable Criteria.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results for Sections I-II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiable Criteria of Superior Quality<sup>3</sup></b>	1. Content and Complexity Within the Parameters of the Standards		
	2. Appropriateness of Curriculum Materials and Activities		
	3. Quality of Curriculum Materials and Activities		
	4. Activities/Materials Supporting Family Engagement		
<b>II: Additional Indicators of Superior Quality<sup>4</sup></b>	5. Implementation Format of Materials and Activities		
	6. Assessment and Support for All Children		
FINAL DECISION FOR THIS MATERIAL: <b>[Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]</b>			

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

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