



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](#)¹ 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: **Every Child Ready Pre-K**

Age Levels: **Ages 3-4**

Publisher: **AppleTree Institute for Education Innovation**

Copyright: **2024**

Curriculum Type: **Integrated**²

Overall Rating: **Tier 1, Exemplifies 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	

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

² **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
SECTION I: NON-NEGOTIABLE CRITERIA 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.			
Non-Negotiable 1. CONTENT AND COMPLEXITY WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards (ELDS). ☒ Yes ☐ No	Required 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 (ELDS) , 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 integration of development across domains (i.e., address each of the domains listed below): • Approaches to Learning; • Cognitive Development and General Knowledge which includes: ○ Mathematics, ○ Science, ○ Social Studies, and ○ Creative Arts • Language and Early Literacy Development; • Physical Development; and • Interpersonal Skills.	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 (ELDS) while fostering integration of development across domains. The materials provide a collection of intentionally designed lessons that address all standards and domains within the ELDS. The activities are engaging and developmentally appropriate for children ages 3-4. For example, the materials address standards with the Language and Early Literacy Development: Early Literacy (EL) domain, such as in PK4, Unit 3, Week 1, Day 1, Writing Center: Writing with Machines. The center addresses ELDS EL 3, Alphabet Awareness, as children recognize and identify letters and make letter-sound connections. Additionally, children write and draw to express their ideas, using some letters and print conventions addressing ELDS EL 5, Emergent Writing. Children begin by using a small plastic construction vehicle, such as a dump truck, that has been rolled on an ink pad. The teacher also directs children to practice with letter formations using sand in trays in this activity. The teacher prepares name cards

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			for use in this center, and children take turns driving in the formation of the letter that begins with each of their names. The teacher facilitates the learning activity and uses the Lowercase and Uppercase Letter Formation Talk posters to teach the children the correct way to move when forming the letters of the alphabet. Next, the teacher prompts and encourages the children through modeling and discussion to write the letter with a crayon or marker on construction paper to form the first or all the letters of their name. The materials address standards within the Interpersonal Skills (IS) domain, such as in Dramatic Play Centers. For example, in PK4, Unit 5, Week 1, Day 1, Dramatic Play Center: Family Feast supports children in engaging in and maintaining positive relationships and interactions with other children (ELDS IS 2.1.4, 2.2.4). In this center, children create a feast together and take on pretend roles for this family feast. The teacher facilitates this center by discussing and making a list of what children would choose to buy and eat for a feast as they look through grocery store circulars. Next, children talk about who to invite to the feast and how to invite them. They decide on roles for each of them, including the teacher who plays and models along with them. After planning, everyone works together to make different foods for the feast, using a toy kitchen set and toy food. They also set up their dishes and pretend to eat together, each playing their decided-upon role. Within the

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			materials, children are explicitly taught how to set goals, make plans, and persist through activities. Teachers support this learning through engaging, hands-on experiences that require children to focus attention, follow directions, and complete tasks independently and collaboratively. For example, in PK3, Unit 10, Week 4, Day 1, Learning Lab: Make a Plan, Tubes and Tunnels, the teacher encourages children to “think like engineers” as they plan, design, build, and test a tube and tunnel maze. This process supports goal setting, planning steps, and following through to completion in a hands-on, meaningful way (ELDS AL 2.1.3, 2.2.3, 2.3.3).
	Required 1b) 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).	Yes	Materials and activities present a logical and coherent progression of complexity over time. The materials follow the continuum from less complex to more complex and align to the progression outlined in the ELDS. The materials consist of eleven themed units that progress from less complex skills to more complex in a logical sequence. For example, in PK4, Unit 2, Week 1, Writing Center: Writing About Families, children experiment with various kinds of marks and lines or attempt to copy letters from vocabulary or name cards. Then, in PK 4, Unit 6, Week 2, Writing Center: My Exercise Journal, children identify and write the beginning sound of their favorite exercise in their journal. The teacher uses the Letter Formation Talk routine as children write. By PK 4, Unit 11, Week 2, Writing Center: Team Player

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			Posters, children write uppercase letters to write the word cheer. The teacher uses the Alphabet Chart and Letter Talk to support children as they complete their posters. Flexible Small Group Lessons: Rote Counting gradually progresses in a logical sequence. For example, in Lessons 1-5, children say number words one and two in order from memory. In Lessons 11-15, children learn to count from 1-5 from memory. In Lessons 26-30, children say number words in order from 1-20 from memory. In Flexible Small Group Lessons: Spatial Positions, the teacher explicitly teaches children positional vocabulary and reinforces this vocabulary across multiple activities, including terms, such as in front of, behind, above, below, and in between. For example, Lesson 10, Where's the Object? children apply this vocabulary to describe the location of objects. The teacher models the activity by saying, "Let me show you how to play the game. I will use different objects, and you can tell me where they are." The teacher places pom-poms between two counting bears and explains, "The pom-pom is between the bears." Children then practice using spatial language to accurately describe object positions, strengthening their understanding through guided application. The lessons that follow build on the previously learned concepts and gradually extend beyond basic positional terms to include vocabulary that describes movement through space. In Lesson 19, Walk To and Towards, children demonstrate their

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			understanding of the words to and towards through physical movement, allowing children to connect vocabulary with action.
	Required 1c) Materials spend minimal time on content outside of Louisiana's ELDS .	Yes	Materials spend minimal time on content outside of Louisiana's ELDS. The materials include lessons and activities intentionally aligned with the ELDS. A clear crosswalk demonstrates how objectives connect to the ELDS. The daily schedule is designed so that activities support standards-based learning, maximizing instructional time and reinforcing meaningful skill development. Science lessons and activities align with the Cognitive Development & General Knowledge: Science (CS) domain. The lesson and activity design develop skills that support children in observing, asking questions, forming hypotheses, experimenting, recording data, and drawing conclusions, directly connecting to the ELDS. Instruction begins with simple observation and gradually progresses toward understanding cause-and-effect relationships through hands-on investigations. For example, PK3, Unit 4, Week 2, Exploration Station Center, Mix It Up! children learn about primary and secondary colors by exploring what happens when combining different colors. The teacher encourages them to discuss their observations and make predictions about the outcomes of mixing colors. Through guided experimentation, children have opportunities to ask questions, test their ideas, and record results, strengthening their understanding of

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			both color theory and the scientific process, addressing ELDS CS 1.1.3. PK 4, Unit 7, Week 3, Day 3, Learning Lab, How Much Salt Does It Take to Float an Egg? addresses ELDS CS 1.2.4 as children explore buoyancy by testing how many spoonfuls of salt are needed to make an egg float in water. They measure, record, and compare results, building early data collection skills while developing an understanding of cause-and-effect relationships in scientific investigations. Additionally, the materials address the Physical Development (PD) and Early Literacy (EL) domains throughout the Gross Motor activity. For example, while practicing identifying letters and sounds, children develop gross motor skills with body and space awareness. To begin, one child picks from a stack of cards and shares the beginning letter and the beginning sound of the word represented in the picture. If a child picks a jumping bean card, everyone stands and jumps. Children learn to jump safely in their space (ELDS EL 1.2.4, EL 3.2.4, PD 1.1.4, PD 1.2.4).
Non-Negotiable 2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES ☒ Yes ☐ No	Required - Integrated Curriculum Only 2a) Materials and activities focus on responsive caregiving (infant/toddler), building positive relationships with peers and familiar adults, and/or positive interactions with peers and familiar adults while learning.	Yes	Materials and activities focus on building positive relationships with peers and familiar adults and positive interactions with peers and familiar adults while learning. The materials provide opportunities to build positive relationships among teachers, children, and families. Embedded dialogue within each activity guides caregivers on how and when to respond to children's needs, supporting consistent, responsive interactions. Direct

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			instruction provides teaching strategies for recognizing and understanding emotions, creating a safe, trusting classroom environment where strong, supportive relationships have the opportunity to grow. Activities in the materials include books and puppets that encourage relationship building, conflict resolution, inclusiveness, and positive interactions with peers and familiar adults while learning. For example, PK3, Unit 10, Week 4, Day 2, Morning Meeting, Compliments Tag, children have the opportunity to practice giving compliments to peers. The activity is introduced with a reminder that the class is celebrating each other by giving compliments or kind words. Children stand up in a circle, take turns walking up to someone, gently tagging them on the shoulder, and giving them a compliment. The teacher models by providing an example: “I like playing with you.” The teacher also ensures everyone has participated, walked safely, and tagged gently. Everyone receives a compliment, and children think about how this makes them feel. Lastly, children are encouraged to give compliments to each other throughout their day, too. In PK4, Unit 3, Week 1, Day 2, AM Read Aloud, children identify and practice calming strategies. Before reading the book, Hello, Calm! Leo’s Big Feelings, the teacher introduces the main character. Children learn that Leo gets upset in the story, but he learns different ways to calm down. The teacher proceeds to read the book aloud. The Feelings Poster is used throughout

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			the read-aloud to reinforce the names of feelings children have learned previously. After reading, the class looks back at certain pages of the book to discuss the character and his feelings, and they identify the strategies he used to calm down. Next, the children practice calming strategies themselves, including breathing and stretching. The class then votes on the strategy that makes them feel the most calm. The teacher encourages children to use this strategy anytime they need to calm down.
	Required - Integrated Curriculum Only 2b) Materials and activities provide guidance for routines that support the health and safety of children.	Yes	Materials and activities provide guidance for routines that support the health and safety of children. The materials provide opportunities for age-appropriate structured and unstructured games and activities. Routines help children demonstrate healthy behaviors, rule following, and safety practices, and create a safe environment with healthy routines and habits. Through guided play and opportunities for free exploration, children build gross and fine motor skills while learning to cooperate with others. Lessons also teach children how to be healthy and safe, as well as how to follow classroom rules and routines. For example, ELDS PD 3.3.3 states that children should be able to identify safety rules and follow them with guidance from adults. In PK3, Unit 3, Week 1, Day 5, Gross Motor activity, Stop! Walk! Day 2 provides an opportunity for children to engage with these standards. The teacher begins the activity by reminding children of why they are playing this game: to

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			learn to be safe and pay attention to where they walk. The children discuss how walking around a neighborhood and crossing a street can be dangerous, so they have to learn to Stop! The Stop picture is shown with the hand that appears on a crosswalk. Then, the Walk picture is reviewed. As the game starts, the children try to get across the classroom first safely by either stopping or walking, depending on the sign the teacher or peer holds up. Children take turns being the game leader, and this game is repeated for understanding and mastery. Additionally, during PK3, Unit 6, Week 4, Day 4, Gross Motor activity, in Pedestrians on the Street, children practice safe behaviors when crossing the street while engaging in movement-based learning about community safety (ELDS GM.1). Multiple lessons throughout the materials reinforce safety awareness in the sun, understanding outdoor safety signs, and following classroom safety rules. Nutrition and healthy living are explored through multiple activities. In the materials, children engage with a Question of the Day. For example, in PK3, Unit 9, Week 3, Day 4, children consider the question, “What is your favorite vegetable?” The teacher reviews that a vegetable is a plant that can be eaten raw or cooked and shares his or her favorite vegetable and reasons. Then, in list form on chart paper, the teacher records children’s responses to the Question of the Day. Lastly, the class reads the list of their favorite

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			vegetables and talks about what foods can be made with vegetables.
	Required 2c) Materials and activities provide both teacher-directed and child-initiated experiences (e.g., children receive substantial opportunities to choose interest areas/learning centers and activities within each when age-appropriate).	Yes	Materials and activities provide both teacher-directed and child-initiated experiences. Child-initiated experiences are intentionally embedded within the daily schedule. Learning centers provide opportunities for children to pursue their individual interests while engaging in both guided and independent play, supporting autonomy and exploration. At the same time, teacher-directed instruction is delivered through modeling and repeated opportunities for children to practice and master new learning. For example, PK4, Unit 4, Week 2, Day 1, Center: Art Easel, Different Types of Paintings, children recreate a variety of art styles based on their interests. First, children view and discuss pictures of different art styles such as abstract, pointillism, ink painting, charcoal, paste/watercolor, cubism, and expressionism. Children respond to the prompt, “If you were a famous artist, what style of artwork would you create? Tell me about it.” Next, children create their own art using paint, paintbrushes, paint cups, and paper. As they paint, the teacher facilitates the center by asking the children to tell them about their artwork. Flexible Small Groups, Quantification, Making Sets of Up to Eight includes a teacher-directed activity that develops children's ability to make sets of eight and understanding of cardinality. To begin, the teacher introduces the activity and

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			models making and counting a set of eight linking chains and then places the chain directly on dot cards. Next, the teacher gives the children linking chains and asks them to make a set with a certain number. Each chain is picked up one at a time, counted, and added to the linking chain. When each child finishes, they tell how many they have in their set altogether. The teacher observes if the child can repeat the total amount of chains without having to count again. If needed, the teacher facilitates by encouraging the children to place the linking chains directly on the dot cards to help them, and recounting occurs, repeating the total.
	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., do not support practice through the use of worksheets, etc.).	Yes	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. There are frequent opportunities for hands-on, kinesthetic activities, interactive engagement, puzzles and dramatic gameplay, investigations, and physical movement or gross motor play. In centers, the teacher provides children with the opportunity for responsibility and leadership. In direct instruction, the teacher shows flexibility and follows children's ideas, elicits children's prior knowledge, and elaborates on children's responses. For example, Flexible Small Groups, Compound Words, Lesson 2, Jumping Three Words includes a kinesthetic experience that develops word awareness in

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			sentences. This activity supports ELDS EL 1.3.4: segment spoken sentences into individual words. First, the teacher prepares tape in the shape of three boxes close together on the floor, and the children jump as the teacher says the words. The teacher introduces the jumping word game to the children and says that a word is a group of letters that are put together. The teacher models the sentence “Cows eat grass.” and jumps one time for each word. Next, the teacher says a variety of three-word sentences and repeats them several times. The children jump into one box for each word. The activity suggests different ideas, such as tapping the table if jumping is a challenge or playing outside with boxes made of chalk. Science activities are designed to develop skills that support children in observing, asking questions, forming hypotheses, experimenting, recording data, and drawing conclusions. Each lesson begins with simple observation and gradually progresses toward understanding cause-and-effect relationships through hands-on investigation. For example, in PK3, Unit 6, Week 3, Day 2, Learning Lab, Testing Straw Launchers, children investigate the guiding question, “Does my breath impact the distance I can launch my straw?” They experiment with varying amounts of breath force to observe how it affects the distance an object travels, helping them connect physical action with measurable outcomes.

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	Required 2e) Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences, allowing them to demonstrate an awareness of themselves as individuals and as members of a family and community.	Yes	Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. Children also begin to recall and represent events from their past experiences and those within their community. Strategies, appropriate suggestions, and materials support children's various learning needs. For example, in the activity What Should We Name Our Classroom Team, in PK3, Unit 11, Week 2, the classroom is introduced as a team. The teacher defines a team as “a group of people who play a game or sport together.” This framing helps children understand their shared identity and belonging within a group. The activity then leads into discussions about each child’s role on their classroom team and how they contribute to the classroom community. Also, PK3, Unit 1, Week 4, Day 3, Question of the Day provides children an opportunity to make a choice based on their individual point of view and develop awareness of the classroom community. To begin, the teacher presents a T-Chart poster labeled with the picture of a horse and a bird to the class. The class reads the Question of the Day, “Would you rather be a horse or a bird?” Each child votes on their preference by writing an X in the column of their choice animal. Then, the teacher models how to read the graph and reviews it with the children using comparative language, such as “most of our class.” Children

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			continue learning about their community in the Dramatic Play center in Unit 9, Week 3, Day 1. The activity, Community Garden & Farmers' Market, engages children in learning about places where people buy and sell fruits and vegetables. This center includes baskets, dot stickers for price tags, reusable grocery bags, paper, play money, toy fruits and vegetables, writing tools, and a play cash register. The materials provide the teacher with ideas of how to support the play and learning in the center. Suggestions include the teacher pretending to be a farmer choosing fruit or vegetables for the farmer's market. The materials also provide the teacher with questions to facilitate discussion of how much the food costs and to support differing play roles the children pretend to be in the center.
	Required 2f) Materials and activities incorporate a variety of settings (indoor and/or outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.	Yes	Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. Materials provide opportunities for children to connect new learning with their own knowledge and lived experiences through whole group, small group, and individual activities. Center activities offer a variety of ways for children to express themselves, collaborate with peers, and engage in meaningful social interactions. Additionally, targeted intervention activities reinforce and extend concepts introduced in whole-group and small-group instruction, providing focused

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			practice to support the needs of special populations of children. The materials provide opportunities for indoor and outdoor activities. For example, PK3, Unit 4, Week 3, Day 4, Gross Motor, Color-cise is played during Outdoor Play. The teacher cuts shapes of different colors out of construction paper and places them on the ground. Each shape has an exercise set written on it, such as 5 jumping jacks, 8 hops, and 4 toe touches. Children take turns picking colored shapes, and everyone does the exercise together. In PK 3, Unit 11, Week 2, Day 1, Exploration Station, At the Beach provides children with learning opportunities to observe and describe sand while developing expression through writing and drawing. In preparation, the teacher fills half of the Exploration Station table with sand and the other half with water, creating a beach. The teacher also prints pictures of beaches and beach activities to post in the center. As children engage with the center, the teacher facilitates by modeling movements, asking questions about the beach and the activities, and prompting children to observe and describe the sand. The children use their hands to gently create waves in the water. Toy people are used to acting out a day at the beach with craft sticks for surfing. After exploration and discussion, children write and draw a description of the sand. Additionally, the materials recommend adding books to the classroom library that show the beach and related sports or activities. In PK3, Unit 10,

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			Week 4, Day 4, Gross Motor, Can I Play With You? teachers model and practice with children how to initiate play, invite peers into activities, and take turns. The teacher guides the children to use phrases for requesting to join play and encourages them to apply these skills during independent playtime. The teacher directs children to practice with all children and gives them opportunities to work with children of their choice. This consistent modeling helps children internalize social strategies and transfer them into everyday interactions.
Non-Negotiable 3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES ☒ Yes ☐ No	Applicable to Ages 0-3 Required - Integrated Curriculum Only and Language and Literacy Curriculum 3a) Infant and toddler language and early literacy development is emphasized through resources and activities that support (where age-appropriate): • Frequent talk and conversations during daily routines (e.g., diapering and transitions); • Intentional and frequent educator-child and peer-peer 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 age-appropriate for each stage; • Regular and repeated read-aloud (with close repetition) of texts related to a	Yes	Language and early literacy development is emphasized through resources and activities that support regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic in order to accelerate children's background knowledge and vocabulary development; 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 drawing or writing to express understanding; pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; print concept activities that demonstrate knowledge of books and how print conveys meaning; alphabet awareness activities that require letter recognition and making letter-sound connections; phonological awareness activities that demonstrate

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	theme or topic (e.g., animals, cities, weather) 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 3-5 Required - Integrated Curriculum and Language and Literacy Curriculum 3a) Language and early literacy development is emphasized through resources and activities that support the following: • 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; • 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 drawing or writing to express understanding; • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; • Print concept activities that demonstrate knowledge of books and how print conveys meaning;		understanding of different units of sound and language to the appropriate degree as stated by Louisiana's ELDS; early stages of writing using a variety of tools, materials, and surfaces; and regular opportunities to communicate through written representation, symbols, and letters. Materials are designed to support early literacy development, including oral language, phonological awareness, phonics, vocabulary, comprehension, and early writing. The teacher delivers lessons through a balance of read-aloud experiences and explicit, systematic, standards-aligned instruction. The lessons incorporate read-alouds related to the unit's theme into children's daily schedule twice a day. For example, in PK4, Unit 5, Week 3, Day 1, PM Read Aloud, My Road Trip Around the World Read 1 engages children in language and early literacy development. Children talk about this fiction book and learn core vocabulary words used in context. Children learn words such as travel, road trip, map, destination, rice, and observation. On Day 3, children engage with a second read aloud, and the teacher provides them with opportunities to answer questions and describe key details in the text. Before reading, the teacher shows the children the book and prompts them to remember the title, along with what a road trip is, and to share if they would like to go on a road trip. During the read-aloud, children discuss what a map is and the order of events in the text. After reading, children visit the Dramatic Play Center, Travel

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	- 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; - Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana's ELDS; - 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.		Agency, to plan a road trip and try their favorite foods at different places. In PK 4, Unit 2, Week 3, Day 5, PM Read Aloud, children engage with the realistic fiction text, <i>The One Day House</i>. During Read 3, children practice blending syllables. Before reading, children recall what the book is about. While reading, they review and act out vocabulary words. After reading, the teacher leads the children in blending syllables using words from the text. First, the teacher models and says a word in syllables and then blends them fast: "Listen carefully, Wil-son. Say it faster and faster, Wilson!" Children practice with words from the text, such as window, garden, and music. Children also identify how many syllables are in each word. The materials recommend that teachers use this blending activity during transition times as well. The materials further support comprehension and print awareness through Book Club sheets, which encourage children to recall key story events, describe illustrations, and share favorite characters or moments, strengthening their understanding of narrative structure and how print conveys meaning.
	Required - Integrated Curriculum Only 3b) Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support the following: Understanding of basic concepts outlined in the "Cognitive Development	Yes	Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards, development of scientific inquiry,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	and General Knowledge” domain of the Standards: ○ Mathematics ○ Science ○ Social Studies ○ Creative Arts; ● Development of scientific 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 ● Awareness of rules and responsibilities.		perseverance and persistence to solve problems, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. The intentional design of the materials promotes cognitive development and strengthens executive function skills in young children through standards-aligned, thematically organized instruction. The materials embed learning experiences grounded in structured, cohesive units that allow for repeated exposure to key concepts, supporting deep understanding over time. Through this intentional looping of essential skills, children build memory, attention, and flexible thinking. A strong emphasis is placed on curiosity, exploration, and inquiry within a play-based environment. The teacher regularly provides children with opportunities to investigate ideas independently and collaboratively, fostering problem-solving, creativity, and self-regulation. Lessons integrate questioning, prediction, and reflection, encouraging children to think critically, test ideas, and adjust their approach based on new information. In PK4, Unit 7, the Animal Kingdom: From Squeaks to Roars activity integrates science concepts and topics into the day through read-aloud activities and centers. The teacher reads aloud the nonfiction text, <i>A Day in the Salt Marsh</i>, for three days during the AM Read Aloud. In Week 3, Day 1, children acquire new vocabulary and explore a variety of art materials to create a salt marsh. On Day 2, children learn about the birds that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			live in the salt marsh and their life cycle. Along with discussion of the text, before, during, and after, learning is extended in the Gross Motor Center. Children pretend to be birds and act out actions such as flying, eating, and walking in the marsh. Finally, on Day 3, the read aloud engages children in answering questions about key details in the text while gaining information about the types of animals in a marsh. Children sort animals found in the salt marsh into mammals, fish, and birds. In the Dramatic Play Center, children pretend to be saltwater biologists and explore the salt marsh ecosystem. In PK4, Unit 11: Fun with Fitness, opportunities build a positive environment where children take an active role in the responsibility of the classroom and relationship building, while persevering and persisting through problem solving. For example, in Week 2, Day 2, AM Small Group, children engage in a tower building activity. The Learning Strategy for this activity is to accept feedback from a peer by learning to coach and be coached by a peer. The teacher models first with a volunteer. Then, the children role-play having difficulty building a tower, how to ask for help, and how to give help. Children practice coaching others at other times in the day, such as their center time, and the teacher encourages them to ask for help when they need it. Additionally, in PK3, Unit 1, Week 2, Day 1, Exploration Station, children engage in hands-on scientific inquiry about what will happen to a ball in a tube or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			tunnel within a maze by predicting outcomes, testing ideas, and revising their thinking. As they explore questions such as “Where will it come out?” and “How can we make it go faster or slower?” they apply problem-solving strategies, demonstrate cognitive flexibility, and build persistence.
	Applicable to Ages 3-5 Required - Integrated Curriculum and Math Curriculum Only 3c) Math materials and activities devote a large majority of the time (75% or more) to the development and understanding of the following: • Knowledge of numbers: Activities and materials allow children to demonstrate knowledge of numbers and the relationship between numbers and quantities. • Patterns and Operations: Activities and materials allow children to demonstrate, in a variety of ways, knowledge of patterns and mathematical operations. • Measurement: Activities and materials allow children to measure objects by their various attributes and make comparisons. • Shapes and Spatial Relationships: Activities and materials allow children to identify shapes and describe their properties. Additionally, materials and activities align with the domain of “Mathematics” outlined in	Yes	Materials and activities devote a large majority of the time to the development and understanding of knowledge of numbers, patterns, and operations, measurement, shapes, and spatial relationships. Materials and activities align with the Mathematics domain outlined in Louisiana’s ELDS and promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems. Materials provide dedicated, intentional time for mathematics instruction, ensuring that children develop a strong foundation in early math concepts. Opportunities for both whole-group and small-group instruction ensure that children receive targeted support while also engaging in collaborative problem-solving and mathematical discourse. Instruction balances explicit teaching with play-based, interactive learning opportunities, allowing teachers to model concepts, provide guided practice, and assess understanding in meaningful ways. Children experience math through multiple modalities, supporting deep conceptual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Louisiana's ELDS and adhere to the following indicators of quality: - 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.		understanding. For example, PK4, Unit 6, Week 2, Day 4, Learning Lab (ELDS LL.1) Measuring Aliens, children measure the height of characters using linking cubes. This activity aligns with the ELDS CM 3.5.4: measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support. First, children review the term height and raise their arms vertically. The teacher models measuring the alien character to see how many cubes high it is and writing to show understanding. Next, children measure an alien's height by placing one cube on top of another and then counting the cubes. Following their measurement, children write a sentence, "The alien is ___ cubes high." They draw the cubes beside the sentence and write the number of cubes. After measuring more than one alien, the teacher facilitates a discussion of which aliens are taller, shorter, tallest, and shortest. Children explain their thinking using the cubes and the information they have recorded in their height measurements. In Flexible Small Groups, Mathematics: Spatial Positions, Lesson 18, Go Through, children use objects to acquire an understanding of the term, through, while developing sustained attention. This activity connects to ELDS CM 4.5.3 (move their body and objects to follow simple directions related to proximity) and ELDS CM 4.5.4 (Identify and respond accurately to positional words indicating location, direction, and distance). To begin, the teacher introduces the term by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			defining and modeling the word with pom-poms and a paper tunnel. Then, while using the term, children practice with the teacher and engage with independent practice by placing other objects through the paper tunnels. Lastly, during Outside Play, children go through tunnels to reinforce their understanding of the word, through.
Non-Negotiable 4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT ☒ Yes ☐ No	Required 4a) Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to: • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to complete at home.	Yes	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development. Materials are designed to foster strong home-to-school connections by providing families with clear, accessible, and meaningful opportunities to understand and reinforce their child’s learning. Family engagement resources ensure that caregivers are informed about instructional goals while also offering practical strategies to extend learning beyond the classroom. These materials promote consistency between home and school, strengthening children’s ability to apply new skills across environments. For example, teachers utilize the Every Child Ready Family Questionnaire at the beginning of the year to get to know their students’ families, culture, and communication preferences. Throughout the year, guidance encourages teachers to post children’s work or visual representations of children’s communities and cultures in classroom displays and materials. Guidance also encourages teachers to invite families into the classroom to volunteer with Centers, Read

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Alouds, Learning Labs, or to help prepare for lessons or activities. The materials provide a Family Connection resource for each week of the eleven units. The letters are accessible in English, Amharic, and Spanish. For example, the Unit 1 Letter includes a brief welcome-to-school introduction and shares the goals of the unit, such as successfully interacting with classmates, learning relaxation strategies, and school safety. The letter includes a section for Interpersonal Skills Tips along with a section for a quick Science, Technology, Engineering, and Math (STEM) at home experiment. The letter also outlines the unit activities and read-aloud books for the unit. Additionally, guidance recommends books for families to check out at the local library with book talk ideas. Also, in Unit 6, Healthy Bodies, Healthy Minds, the family letter outlines upcoming learning, explaining that children will “explore basic body parts, such as eyes, ears, arms, and legs” and develop an understanding of healthy habits including nutrition, exercise, rest, friendship, and dental care. The letter provides families with specific prompts to support interpersonal and language development, such as encouraging children to make the following choices: “What shirt would you like to wear today?” or “What book would you like to read?” These prompts support children in building independence, self-regulation, and expressive language. The platform also includes other family resources, such as information about the materials, a video link with songs, Read

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Alouds, Learning Lab experiments, and tips for parents.
SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY			
5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. ☒ Yes ☐ No	Required 5a) The materials are easy to use and well organized for children and early childhood 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.	Yes	The materials are easy to use and well organized for children and early childhood 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. The materials include guidance on organizing and using materials, setting up learning centers, and managing transitions smoothly. The materials arrangement includes cohesive overviews, guides, and lesson materials such as Thematic Units, Flexible Small Groups, and centers that clearly outline instructional expectations while providing all necessary support in one place. Visual supports, including photos and setup examples, further clarify expectations and ensure consistency in classroom implementation. For example, the materials prepare educators to provide children ages 3-4 with engaging and effective routines and learning experiences. A Navigation Video walkthrough provides a brief overview of the program and how to access the components. The Program Guide describes and explains the components of the program and how to best utilize them. Teacher materials include planning guidance that provides research-informed instruction guidance and an explanation of the standards and materials for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			use with the units and daily components. The Implementation Guide further prepares educators with guidance for routines, expectations, and classroom management strategies. Throughout the materials, guidance is provided for setting up the classroom, instructional planning, and assessment. The materials include a guide for educators showing the direct correlation between the ELDS to the materials' standards. The materials are organized into eleven thematic and comprehensive units, organized into PK3 for three-year-olds and PK4 for four-year-olds. Each unit includes an overview with an introduction, Essential Questions, a Weekly Center Facilitation Guide, access to all unit preparation resources, and four weeks of activities and lessons. Guidance separates a daily schedule into PK3 and PK4 sections with embedded links to each lesson. The lessons or centers include embedded links for resources, facilitation guidance, vocabulary, and standards. The Family Connections resources can be accessed by week as well. The materials also include Preparation Cards that directly connect to each unit, offering teachers flexible options for use. These resources can be printed and laminated for hands-on reference or displayed digitally on interactive boards, such as a Promethean board, to support whole-group instruction. This flexibility enhances usability and ensures materials can be adapted to different classroom environments. Additionally, a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			dedicated support page allows teachers and instructional leaders to submit questions and receive timely feedback regarding curricular tools, further strengthening implementation. The materials embed clear standards alignment throughout the materials, ensuring transparency and reinforcing the connection between daily instruction and learning goals.
	Required 5b) Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning.	Yes	Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Materials embed ample time for exploration, play, and meaningful interaction throughout the day. The structure of the instructional experiences engages children actively with both teachers and peers, allowing them to internalize concepts through direct modeling, hands-on learning, and immediate application. Through play-based activities, children practice skills in authentic contexts, strengthening understanding while maintaining high levels of interest and motivation. This balance of guided instruction and child-centered exploration fosters curiosity, enjoyment, and sustained engagement. The activities support instructional themes with materials readily available in most early childhood settings. For example, in PK4, Unit 5, Week 2, Day 1, Read-Aloud, <i>Feast for 10</i> , children listen to a story and participate in an activity in which they match pictures of food items to corresponding numerals based on quantity. This experience connects numbers to real-life contexts,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			helping children build a concrete understanding of quantity. In PK4, Unit 6, Week 3, Day 2, AM Read Aloud, <i>Should I Share My Ice Cream?</i> Read 1, children discuss how to be a kind person. Before reading, the teacher shows the book cover, introduces the title, and activates children's prior knowledge by asking, "What does it mean to share?" Next, the teacher reads aloud the text, <i>Should I Share My Ice Cream?</i> During reading, the class participates in discussion questions throughout the text. After reading, children discuss how the characters were kind and other ways to be kind. The teacher records the children's responses in a shared writing activity with volunteers helping to lead the activity. Guidance prompts teachers to praise and acknowledge acts of kindness, such as sharing, helping, and working together in group activities.
	Required 5c) Activities include the use of safe and age-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). Materials can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-regulation, language, problem-solving,	Yes	Activities include the use of safe and age-appropriate toys and manipulatives. Materials 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 materials integrate resources into both the physical learning environment and daily lessons, with clear guidance provided to teachers on setup, use, and supervision. This design allows children to safely explore, investigate, and interact with materials in meaningful ways. For example, in Flexible Small Group, Mathematics, Rational Counting,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	relationship-building, physical, and spatial relations) and require the most action on the part of the child.		Lesson 28, Count 14 Bears, children use counting bears and a cup as they learn to count numbers in order. The teacher begins by modeling one-to-one matching and counting by taking 14 bears out of the cup and placing them in a line as they count them. Then, they count the bears again as they place them back in the cup. Next, the children count together as they pick up and count one bear at a time, placing them in and out of the cup. In PK3, Unit 1, Week 3, Day 2, Learning Lab, Bead Caterpillars, children use beads and pipe cleaners to copy and extend patterns. The teacher begins by reviewing the Look (at me), Listen (to what I say), Touch (your materials) routine for the Learning Lab and modeling the activity. Next, children make caterpillars with their beads and pipe cleaners to match the patterns in the provided pictures. The activity includes modeling, opportunities for children to engage and explore, and application practice. Pattern language is reviewed from previous lessons. Additionally, PK3, Unit 10, Week 2, Day 5, Gross Motor activity, Meteor Toss, children toss soft foil “meteors” into designated containers. Materials are safe and developmentally appropriate, and as targets change, children adjust their movements, promoting coordination, motor planning, and spatial awareness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 5d) Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of modalities (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).	Yes	Materials are available in appropriate formats and a variety of modalities. The materials provide a comprehensive blend of developmentally appropriate physical materials and ready-to-use digital tools, ensuring that children can engage with content in multiple, meaningful ways. Resources are designed for young learners, including durable, child-friendly books paired with corresponding digital versions, allowing children to revisit and interact with content across settings. This blended approach supports varied learning styles while reinforcing key concepts throughout the day and extending learning into the home. The materials provide various resources for use in the eleven PK3 and PK4 units. Materials include Picture Word Cards, Word Strips, Read Aloud Books, Reproducible Student Books, journal prompts, posters, number cards, a weekly calendar, videos, and songs. Each unit has between 13 and 15 books. These colorful and inviting resources appeal to the needs of all early childhood learners. The materials include both print and digital forms. For example, in PK3, Unit 8: All About Fossils and Dinosaurs provides various materials that support learning and appeal to the needs of all early childhood learners, such as Picture Word Cards, Word Strips, Math Word Cards, and Number Cards. The materials include journal prompts, such as “If you lived in a log, which animal would you like to be?” Resources also include photograph colored cards that include

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the terms scientist tools, sediment, steps to fossil creation, life cycle of a tree, dinosaurs, fossils, paleontology, and excavation. Additionally, in PK4, Unit 3 includes Picture Word Cards, Picture Word Strips, Number Cards, and Calming Cards. Reproducibles are provided as well, such as the Construction Puzzles and Syllables Practice.
6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN Materials offer assessment opportunities that accurately and appropriately measure progress. ☒ Yes ☐ No	Required 6a) Assessments consistent with Louisiana's ELDS 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).	Yes	Assessments consistent with Louisiana's ELDS 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. The assessment system is designed to align with Louisiana's Early Learning and Development Standards (ELDS) and utilizes a variety of developmentally appropriate methods to gather meaningful data across settings and over time. This comprehensive approach ensures that assessment practices accurately reflect children's growth and provide a holistic view of their development. This assessment system supports continuous monitoring of student progress, informs high-quality instruction, and ensures that all children are progressing toward mastery of essential early learning skills. The materials include guidance or suggestions within the lesson and activity components. The materials incorporate various methods to assess children's growth and mastery. For example, in the Program Guide, the materials explain that the assessments are designed to provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			information about children’s knowledge and skill development. Assessment formats include formal benchmark tools administered three times per year, such as ECR: LL (Language & Literacy), ECR: LW (Language & Writing), ECR: M (Mathematics), and the PBRS (Positive Behavior Rating Scale). Other assessments include frequent, informal checks for understanding and observation-based assessments in flexible small groups collected during daily instruction. Additional formats include one-on-one performance tasks, small group activities, verbal responses, paper-and-pencil tasks, and hands-on demonstrations using manipulatives or peer interactions. Delivery methods are flexible and developmentally appropriate. Assessments may take place in quiet, one-on-one settings for more focused measures, within small groups for targeted instruction and observation, or naturally throughout the day during centers, play, and peer interactions. Children demonstrate understanding in multiple ways, such as speaking, creating, manipulating materials, or engaging with others, ensuring opportunities for all learners. Accommodations and modifications, including adjustments to setting, timing, frequency, and format, are provided as needed for children with special needs or academic plans. The Every Child Ready Implementation Guide provides guidance for the Measurement Tool assessments that ensure the children’s environment, social interactions, and learning

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			experiences support the development of the ELDS throughout the year. For example, the Environmental Quality Scale and Centers Checklist assists educators in planning, implementation, and reflection, fostering a high-quality learning environment.
	Required 6b) Assessment occurs frequently to ensure that current knowledge of each child's development is accurate .	Yes	Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. Assessments are grounded in developmental milestones organized along a clear learning continuum. The assessment guidance provided to early childhood educators includes actionable next steps and additional developmental guidance. For example, the Assessment Guide provides details about the frequency of each assessment in the materials. The formal assessments include summative assessments designed to track children's progress over time. Teachers administer them three times a year, which include a baseline/beginning of the year, midyear, and outcome/end of the year. In the materials, the four formal assessment tools provided include Language and Literacy, Letters and Writing, Mathematics, and the Positive Behavior Rating Scale. The teacher administers the mathematics assessment one-on-one which evaluates key mathematical skills such as rote counting, quantification, comparative value, number identification, and pattern recognition. These measured skills ensure that assessment outcomes are both meaningful and actionable. Also, the teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			administers the literacy assessment one-to-one, which measures children's alphabet knowledge, including letter knowledge, letter sound knowledge, and name writing skills. Finally, the teacher measures the children's interpersonal skills through their emotional regulation development skills and abilities to get along with others. Formative assessments are utilized frequently throughout the days of the instructional year. The Checks for Understanding include direct or observation-based assessments administered after teaching a performance indicator for a minimum of three Flexible Small Groups sessions. Another formative assessment occurs daily after each Small Group and daily lesson as teachers record observations in the gradebook of each child's progress, connecting to the learning objectives of the lesson.
	Required 6c) When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Examples may include: • Supportive language; • Movements or non-verbal cues; • Open-ended questions that prompt children to expand complex thinking or exploration; • Flexibility to accommodate children's individual needs and interests; and	Yes	When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Materials include clear guidance to support varying developmental levels following assessment. Aligned to ELDS milestones, assessment data helps teachers identify each child's needs and adjust instruction accordingly. Because the tools measure skills tied to specific milestones, teachers can identify strengths, monitor progress, and determine areas where additional support may be needed. This clear

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Opportunities for children to take the lead in their learning.		connection between standards, milestones, and assessment practices ensures that instruction remains targeted, developmentally appropriate, and responsive to the needs of all learners. The Assessment Guide provides guidance, considerations, and strategies that support early childhood and meet the unique needs of all children. For example, as needed, visual support and tangible materials may support assessments. According to the guidance, children of this age may face physical or emotional challenges during assessments, and it recommends that teachers should remain attentive to children's needs for accurate assessment. Establishing a positive connection and taking a few minutes to build rapport before the assessment is recommended by giving the child full attention, demonstrating interest in the child, and providing general praise and encouragement. During Flexible Small Group: Language & Literacy-Name Writing, Lesson 4 targets developing children's name writing skills. Materials include developmentally appropriate writing tools, a wide-point yellow marker or highlighter, and a crayon. The teacher shows a sample paper with each child's name, points out, and says each letter of the name. Then, the teacher models using a crayon to trace the letters in the child's name using letter talk. Next, the child repeats the activity. The lesson materials provide teacher guidance to support children in applying the practice from this Small Group to the Writing Center. This center

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provides a variety of additional writing tools and materials, such as sand in trays, sensory bags, chunky crayons, and triangle pencils.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-Negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-Negotiable Criteria but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-Negotiable Criteria.			
Compile the results for Sections I-II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiable Criteria of Superior Quality³	1. Content and Complexity 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 (ELDS) while fostering integration of development across domains. Materials and activities present a logical and coherent progression of complexity over time. Materials spend minimal time on content outside of Louisiana’s ELDS.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities focus on responsive caregiving, building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. Materials and activities provide guidance for routines that support the health and safety of children. Materials and activities provide both teacher-directed and child-initiated experiences. 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
			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 and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.
	3. Quality of Curriculum Materials and Activities	Yes	Language and early literacy development is emphasized through resources and activities that support regular read-aloud of appropriately complex narrative and informational texts related to a theme or topic in order to accelerate children's background knowledge and vocabulary development; 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 drawing or writing to express understanding; pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; print concept activities that demonstrate knowledge of books and how print conveys meaning; alphabet awareness activities that require letter recognition and making letter-sound connections; phonological

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s ELDS; early stages of writing using a variety of tools, materials, and surfaces; and regular opportunities to communicate through written representation, symbols, and letters. Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards; development of scientific inquiry; perseverance and persistence to solve problems; curiosity and exploration; creative thinking; and awareness of rules and responsibilities. Materials and activities devote a large majority of the time to the development and understanding of knowledge of numbers, patterns and operations, measurement, and shapes and spatial relationships. Materials and activities align with the Math outlined in Louisiana’s ELDS and promote children’s acquisition and use of the language and vocabulary of math, conceptual understanding of math content, and children’s development of perseverance and persistence in solving problems.
	4. Activities/Materials Supporting Family Engagement	Yes	Materials and activities provide a variety of family engagement activities to strengthen children’s learning and development.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Indicators of Superior Quality ⁴	5. Implementation Format of Materials and Activities	Yes	The materials are easy to use and well organized for children and early childhood 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. Suggested materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning. Activities include the use of safe and age-appropriate toys and manipulatives. Materials 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. Materials are available in appropriate formats and a variety of modalities.
	6. Assessment and Support for All Children	Yes	Assessments consistent with Louisiana's ELDS 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. Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

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

Reviewer Information

Instructional Materials Review

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 [2025-2026 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Avoyelles, Bienville, Bossier, Caddo, Calcasieu, CSAL, East Feliciana, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lincoln, Livingston, LSU Laboratory School, Natchitoches, Ouachita, Plaquemines, Richland, St. Charles, St. Landry, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, West Baton Rouge, and Zachary Community Schools. This review represents the work of current Louisiana educators with experience in ECE and grades K-8.

Appendix I.

Publisher Response



The publisher had no response.

Appendix II.

Public Comments



There were no public comments submitted.