

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: [PreschoolPalace.org Program B](#)

Age Levels: [Three and Four](#)

Publisher: [CM Marketing](#)

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

Overall Rating: [Tier III, Not representing quality](#)

[Tier I, Tier II, Tier III](#) Elements of this review:

STRONG	WEAK
	1. Within Parameters of Stnds. (Non-Negotiable)
	2. Appropriateness of Materials (Non-Negotiable)
	3. Complexity of Materials (Non-Negotiable)
	4. Quality of Materials (Non-Negotiable)
	5. Assessment (Non-Negotiable)

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

Tier 1 ratings receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.

Tier 2 ratings receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.

¹ **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an “Integrated Curriculum”, resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, ○ Language and Literacy Development, ○ Physical Well-being and Motor Development, and ○ Social-Emotional Development. 	<p>No</p>	<p>The curriculum does not provide explicit and substantial activities aligned to the standards that would enable the children to meet them.</p> <p>The 10-month program is centered around monthly themes including 4 letters, 2 numbers, one shape and one primary color taught throughout the month.</p> <p>A sampler of songs for circle time is included.</p> <p>Social Emotional: Limited evidence was found to support social-emotional development. Friendship is visited in several themes; however, coverage is limited. No mention of other social skills like, sitting and listening, taking turns, feelings, etc. was found.</p> <p>Although there are occasional examples that meet some of the standards (see below) the majority of the curriculum provides general or limited information and would not support children's ability to meet the Louisiana Birth to Five Early Learning and Development Standards.</p> <p>Approaches to Learning: AL 4 (Demonstrate creative thinking): Month 4, Week 1, Day 4, in a tunnel building activity children use PVC pipe and different cardboard tubes, children have to find ways to get the marbles and balls from one area to another.</p> <p>Cognitive Math: CM 1-3 (Understand numbers, basic patterns/concepts/operations, and attributes and relative properties of objects): Activities in Month 3, Week 4 are Day 2 estimation jar, Day 3 Lego sort (CM 3), Day 4 Lego patterns (CM 2) and clothespin number match (CM 1), Day 5 block counting towers (CM 1); Cm 4: A different shape is taught each month. (circle,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>square, triangle, oval, rectangle, star, moon, diamond, heart)</p> <p>Science: CS 3 (Acquire scientific knowledge-Life Science): Month 7 Week 3 Day 4 (page 134), children go on a nature walk and document the bugs they find; CS 1 (Develop ability to carry out scientific inquiry process): Month 8, Week 2, Day 1 (page146), in Math/Science center, children observe a carnation and rose flower absorption rainbow experiment over a two-day period. CS 4 (Acquire scientific knowledge - Earth Science): Month 6 themes include concept related to sky, weather and outer space.</p> <p>Cognitive Social Studies: CSS 3 (Develop awareness of geographical locations): Month 8 (pages 141-148) themes include recycling and love our earth theme. Discuss why people should love our planet, how to treat it, conservation of water, recycling, clean air, etc.</p> <p>Motor Development: Physical Development: PM 1 (Develop large muscle control and coordination): Let's Move provides a daily movement activity such as Mother May I (page 24), Beanbag Balance (page 104), and Numbers 10-100 (by 10's) pillow jump (page 184). In the Learning Activity in Month 6, Week 3, Day 3 (page 113) the children exercise while counting reps to 9 (jumping jacks, arm circles, foot stomps). PM 2 (Develop small muscle control and coordination): In daily Fine Motor/Writing/Reading activities, opportunities to develop fine motor skills are provided such as clothespin number match (page 38). Physical development integrates other domains such as Math.</p> <p>SE: In Month 1 and 2, thematic topics (Families, Sharing is Caring, Me and my Family) lend themselves to social emotional concepts.</p>

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			Language/Literacy: Most activities relate to letter recognition and beginning sounds; LL 5 (Basic features of print), LL 6 (Demonstrate understanding of different units of sounds). Activities related to most LL standards were not evident.
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).	No	<p>A daily schedule is not provided. No information is provided as to setting or environment in which the activities on the lesson plan are taught. A center management method was not found.</p> <p>Although specifics on management of centers was not evident, activities are primarily teacher-directed giving children a limited choices and opportunities to initiate their own learning experiences in centers.</p>
	FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.	No	<p>The lesson plans do provide for daily experiences with hands-on materials but limited instructions on what children will do during these experiences make it difficult to determine whether children are able to practice specific skills and how that would be done (e.g., Month 1, Week 1, Day 5 - Teachers are instructed to "Add rice died blue, and other blue items to the blue sensory bin"). There is also a significant dependence on activities designed to practice skills through the use of worksheets (e.g. Printables/Worksheet Package).</p> <p>Some examples of interactive experiences include: Month 5, Week 3, Day 2, children make templets and shape playdough letters, cut cereal box puzzles; Month 3, Week 4, Day 1, children use Legos to write letters and build.</p>
	FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.	No	<p>After examining the lesson plans over the 10-month period, no evidence was found to justify that materials or activities address cultural sensitivity.</p>
	FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time,	No	<p>The program is designed to accommodate a custom schedule. The daily lessons do not show evidence of a variety of settings, or interests areas. Individualized attention is not addressed in</p>

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	<p>centers/activity or interest areas, small group and individualized attention.</p> <p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>		<p>the lesson plans. A specific schedule is not provided. With the information provided, a determination cannot be made that this indicator is met. No information is provided as to setting or environment in which the activities on the lesson plan are implemented.</p> <p>No</p> <p>While activities and materials on the daily lesson plan support the monthly and weekly theme, they are insufficient in depth and scope to be able to help children meet the standards.</p> <p>For example, Month 2, Week 1, Day 4 (page 24), the weekly themes are Letter C, Me and My Family, and the color red. Circle time is spent on a discussion about families. Children make a family collage in Creative Art. In Fine Motor/Writing/Reading, children or teacher writes a C and children glue cotton balls on letter. Materials in sensory table are red - These activities lend themselves to only surface coverage of the standards skills.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 3a) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p>No</p>	<p>On page V in Lesson Plans, educators are instructed to "obtain several books from I library for each theme. Read aloud texts are limited and educators are instructed to obtain books from the library, therefore evidence was not found for read alouds complexity increasing over time. Vocabulary. There are printables for lessons which included coloring, tracing and pictures that begin with the letters, for example printable page 3 letter C shows a picture of a cat, carrot and cake. Students are not asked to make specific connections with the worksheets. Children are not given opportunities to focus on and manipulate individual sounds (phonemes) in spoken words.</p> <p>The worksheets and activities provided do not support phonemic awareness. There is limited evidence to support language and literacy development beyond LL5: alphabet recognition activities and LL6 alliteration.</p>

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			<p>Two days in the curriculum are devoted rhyming. Month 5, Week 4, Day 2 Introduction to rhymes. Explain rhymes. Read a silly poem book (Dr. Seuss and Shel Silverstein) and emphasize the rhymes. Day 3 Learning Activity: Review of rhymes. Read another silly poem book (Dr. Seuss and Shel Silverstein) and emphasize the rhymes. Write easy reader words onto a poster board during circle time (cat, run, etc.), then help children find all the rhyming words for each word (sat, fun).</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development • Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>	<p>No</p>	<p>The 10-month program is divided into monthly themes with limited read alouds and no evidence found for repeated-rereading approach for text. There is no mention of vocabulary specific words and no evidence of discussion of inferential questions and drawing or writing to express understanding. The monthly themes are centered around topics for example, Month 6 is what's in the sky. Occasional Read Alouds are presented during Learning Circle to promote the thematic concept. For example, in the Letter C, Me and My Family, color red themes, Month 2, Week 1, Day 2 (page 22) Letter C recommended books include : Caps for Sale by Esphyr Slobodkina, The Carrot Seed by Ruth</p> <p>Month 6, Week 1, Day 1-5 Weather theme the only recommendation made was on day 4 was to get a weather book from the library. No evidence was found of repeated reading, vocabulary development or questioning strategies.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>No</p>	<p>The curriculum does not provide evidence that this indicator is met. Numbers are introduced in the same way from 1 to 10 with two numbers being presented each month through Month 7. In Month 8 the number span is from 1-20, in Month 9 from 1-30 and Month 10 from 1-100.</p> <p>Although numerals are introduced, they offer a very limited opportunity for children to develop a deep understanding of number, representing number and number/quantity relationships. Examples of this include:</p> <p>Month 2 Week 3 Day 3 Learning Activity: Number 1 lesson. Teachers are instructed to show the children the number 1 card, ask what number it is, show the number, read the number word and show how to trace the number in the air. The teacher then is instructed to pass around the number card so children can use their finger to trace the number. Then the teacher points to items on number card and counts them together with the children. This is followed by a guessing game with objects in a box to determine who can guess how many items are in the number box. If it is too hard to guess, reach in and pull out each item 1 at a time and count the items as a group.</p> <p>The majority of the math activities over the 10-month period concentrate on numeral identification, number order (Month 6, Week 4, Day 1), matching a number of objects with the correct written number (Month 1 Week, Day 2; Month 7, Week 4, Day 5) and matching numeral to a number word.</p> <p>There were limited opportunities found to support verbal counting or counting backward and forward with the exception of a few number of counting songs such as Five Green and Speckled Frog (Month 7, Week 3, Day 4) and</p>

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			<p>counting to 10 different exercise moves (Month 6, Week 4, Day 5).</p> <p>There were some limited graphing activities for comparisons for example, Month 1, Week 3, Day 1 when children compare numbers of children with white shoes/not white shoes.</p>
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems 	No	<p>The curriculum does not provide explicit substantial activities or materials that support this indicator. While math opportunities are included on a daily basis in the curriculum, the activities do not change over the course of the program and offer no evidence of promoting children's development of perseverance and persistence in solving problems.</p> <p>For example, in Month 4, Week 1 Day 1, the teachers cut large numbers out and shows the children how to trace around them. They can also, use a permanent marker to trace around them and then children use the number cut-outs to match like a puzzle. This type of activity does not promote acquisition of the language and vocabulary of math or their conceptual understanding of any math concepts but is rather a fine-motor activity.</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	No	<p>While the descriptions of a majority of the activities are clear and explicit, they are very limited. There is no information given on teaching strategies to support interactions and implementation. During preschool circle time, it suggests incorporating attendance, weather, and calendar activities in addition to the suggested circle time activity and lesson of the day, however, no specific information is provided on how to implement these components into circle time. It is also suggested that a story be read during circle time as well but provides limited specific book suggestions on the lesson plans. For example, Month 6, Week 3, Day 3 (page 113), during the theme Things that Fly the book</p>

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			suggestion provided states "Read a book for the library about airplanes and flying."
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	No	No evidence was found for this indicator. Assessments were not addressed in the daily lessons many of which are based on children's performance in completing worksheets.
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	No	There is no evidence within the curriculum to support that this indicator is met. The curriculum does not provide information on how and when assessment information is gathered and used to support instruction.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<p>7. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p>	<p>FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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<input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	Limited activities and materials would not support children meeting the Louisiana Birth to Five Standards.
	2. Appropriateness of Curriculum Materials and Activities	No	Opportunities for child-initiated activities are not clearly explained, and there is a significant dependence on worksheet style materials.
	3. Complexity of Curriculum Materials and Activities	No	There is no clear indication that the curriculum supports a shift in complexity over time to the point that children would meet the standards.
	4. Quality of Curriculum Materials and Activities	No	There is little attention to read-alouds, and limited opportunities to build children's background knowledge in language/literacy and math.
	5. Assessment	No	Assessment opportunities (other than possibly through worksheet style activities) is missing from this curriculum.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.