

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: **Drawn2Learn™ Educational Series**

Age Levels: **Three to Five**

Publisher: **Drawn2Learning**

Copyright: **2018**

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

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Content Within the Parameters of the Standards (Non-negotiable)
	2. Appropriateness of Curriculum Materials and Activities (Non-negotiable)
	3. Complexity of Curriculum Materials and Activities (Non-negotiable)
	4. Quality of Curriculum Materials and Activities (Non-negotiable)
	5. 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 CURRICULUM TYPES (As applicable):</p> <p>1a) A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., 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>A large majority of materials and activities do not provide substantial opportunities and experiences for children to meet the approaches to learning, cognitive development/general knowledge, language and literacy development, physical well-being and motor development, and social-emotional development standards. The materials address the Louisiana Birth to Five Early Learning Standards; however, the majority of the materials are not substantial. For example, the materials address one letter per week and one craft activity per week. The craft activity is done in one set way with little room for individualization. In the teacher’s guide, page 14 gives instructions for educators on setting up the classroom. The set-up provides for a learning wall; however, specific centers, such as science and dramatic play, are not mentioned. For literacy development, teachers are instructed in the “Daily Exercise and Sample Schedule” to “Read a story to the children while they enjoy a healthy snack.” For the “Letter of the Day,” teachers guidance includes, “Using the Drawn2Erase workbook, have children trace the same letter all week.” The math lesson in Month 3, Lesson 4, instructs teachers to, “Fill a tray with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assorted color pom poms. Have children use tongs to pick up pom poms. Cut out brown triangles. Write a number on each triangle. Have children make an ice cream cone associated with the number written inside the cone."
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	<p>No</p>	<p>Materials and activities are not provided through both teacher-directed and child-initiated experiences. The materials and activities are predominantly teacher-directed throughout. While students are given the opportunity to choose from limited fine motor activities including "Play doh, Painting or Coloring, Cutting and Pasting, Lego or Block Building" at the beginning of each day, student choice is not evidenced on the provided schedule again until "Creative Play" time where students are involved in "Open Play with Toys." Another example of teacher-directed activities include, in Month 5, Lesson 4, during the "Mindfulness" section, students are instructed to, "Practice writing your shapes and cutting them out, then glue on a sheet of paper (using the color of the month paper to draw shapes on)."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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.</p>	<p>No</p>	<p>Materials and activities do not allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches. The materials contain a student workbook which is teacher-directed and limits students time to attend to actual hands-on approaches. The materials have little dramatic play, role-playing, puppets, acting out, and investigations. The curriculum is focused on letters, tracing, and mindfulness activities. Students are given opportunities for fine motor development during the first 20 minutes of the day with table activities that include “Play doh, Painting or Coloring, Cutting and Pasting, Lego or Block Building.” Later in the schedule, students are given 30 minutes of “Creative Play: Open Play with toys.” Students are directed to write/trace the letter of the day and/or their name in their Drawn2Erase workbook; however, no other planned opportunities for frequent practice of skills using interactive and hands-on approaches were evidenced.</p>
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	<p>Yes</p>	<p>Materials and activities are included that are culturally sensitive. In the teacher’s guide, page 43, students discuss the Chinese New Year and Martin Luther King Jr. Day. In Month 5, Lesson 1, teachers are guided to add Martin Luther King Jr. Day and the Chinese New</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Year to the “Daily Exercise and Sample Schedule.” Students count in Spanish and learn some color words in Spanish. In the “Daily Exercise and Sample Schedule,” in the “Learning Time” section, teachers are instructed to , “Count in English and Spanish” and, “Review color words in English and Spanish every day.” In Month 4, Lesson 1, teachers are instructed to read, “Hanukkah Books, Christmas Books and Kwanzaa Books.” In the teacher’s guide, page 42, students create a Kwanzaa craft.</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p>No</p>	<p>Materials and activities are not incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small groups, and individualized attention. The materials do not provide variation among whole group, small group, or other settings for learning. The craft is the same for all students with no individualized attention or differentiation as seen in Month 2, Lesson 2, “Look for any fallen leaves and collect them for a craft to do later in the week.” The activity is connected to Month 2, Lesson 3, where students, “Make a leaf person with the leaves gathered last class or have children bring in some leaves from home.” No plans are included for individualized attention to students who would benefit</p>

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	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	No	<p>from support or small groupings of students.</p> <p>Material and activities are not appropriate for the domains and skills they are intended to address. In the “Daily Exercise and Sample Schedule,” teachers are given the following math guidance, “Count in English and Spanish.” For literacy, in the “Daily Exercise and Sample Schedule,” teachers are given the following guidance for story time, “Read a story to the children while they enjoy a healthy snack”; however, no directions are provided for what book or what type of book to read. In some lessons, a book to read aloud is suggested, such as “The Berenstain Bears Learn about Strangers” in Month 2, Lesson 3. However, no materials for supporting the read-aloud or robust literacy development were located. The materials lack toys or materials that create real-life scenes such as a farm or school room (e.g., stuffed animals and puppets).</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>	No	<p>Materials and activities do not present a logical and coherent progression of complexity over time. The lessons lack a progression of complexity as they follow basically the same pattern. Evidence of students interacting with complex text is minimal, and math skills are not built upon students understanding numbers, ways of representing numbers, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>relationships between number and quantities. There is a lack of vocabulary in mathematics, as well. Math skills include counting to 10 or 20 depending on students' ages. Plans for read-aloud texts were not located. No plans are included to develop interactions with text complexity that would build throughout the curriculum. Teachers are provided a "Daily Exercise and Sample Schedule" to follow every day. Learning Time includes "Letter of the Day (Using the Drawn2Erase workbook, have children trace the same letter all week), Sing A,B,C's, Count in English and Spanish, Review color words in English and Spanish every day, 4 Year Old: Age appropriate sentence structure, Cutting and pasting practice while creating a craft, Trace your Name and try on your own page, [and] PreK Children: Introduce a sight word for each week." No other guidance is provided for developing math concepts or math vocabulary. Teachers are instructed to follow this schedule every day and then add in the lessons that follow. Each Month includes 3-4 Lessons, with each lesson equaling a week of instruction. Each lesson includes a daily number and letter for the week, but no other guidance is provided except for tracing the letter in the student workbook. For example, in Month 2, Lesson 1, the daily</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>letter is C and the daily number is 2. Students sing two songs that involve counting backwards from 10, or from the number of children in the class, but no other guidance on incorporating math concepts into the lesson was found. No suggested reads were found in this lesson. In the next lesson, for the following week, suggested reads include “Columbus Day,” “Fall,” and “Halloween.” No other guidance for these reads is provided. This similar format is evidenced in each lesson without increasing with complexity over time with the exception of a new number and letter added as the lessons progress.</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 (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding 	<p>No</p>	<p>Language and literacy development is not emphasized through resources and activities that support regular read alouds of appropriately complex texts related to a theme or topic, or frequent use of a repeated-reading approach for texts read aloud. The program lacks phonemic awareness activities such as rhyming, syllabication, or segmentation. Some of the lessons provide suggested reads, but no other guidance or materials for supporting the read alouds is provided. No instruction is provided for close reads or to make connections to other books encountered. Suggestions for repeated readings and suggestions for questions was not</p>

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	<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>evidenced. Students are not encouraged to make meaningful connections to texts. For example, Teacher’s Guide, Month 1, Lesson 2, Letter A, Miss Midgie’s Suggested Reads are “Johnny Appleseed” and “Ten Apples on Top.” The text titles are listed with no further instruction on suggested activities or connections. Additionally, In the “Daily Exercise and Sample Schedule,” teachers are given the following guidance for story time, “Read a story to the children while they enjoy a healthy snack.” No directions are provided for what book or what type of book to read.</p>
	<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>Math materials and activities do not devote a large majority of the time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities. For example, in the Student Workbook, only 3 pages out of 60, or 5%, are devoted to math. In these three pages, students trace numbers and then are instructed to “Draw the correct amount of objects next to the number.” For example, in the student workbook on pg. 16, students draw the correct amount of objects next to the number for numbers 1-8. In the “Daily Exercise and Sample Schedule,” students “Discuss and choose the correct number for the date and attach to the Calendar Chart.” Also in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>this daily schedule section, it states, “Count the turtle in the turtle pond. Each day add another turtle and count how many are in the pond. Play TURTLE TAKE AWAY (a fun, interactive math game). Place 10 turtles in the turtle pond, have the children close their eyes while the teacher takes some turtles away. Ask the children, ‘How many turtles are left?’” In the “Learning Time” section, which provides, “DAILY Letter, Number, Shape and Color Recognition,” students are given the following math instruction: “Count in English and Spanish.” Fingerplays are included in some lessons, such as in Month 2, Lesson 1; however, the students recite the chant using their fingers, but no connections/relationships are suggested as the students simply recite the chant.</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>Math materials do not 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; Promote children’s development of perseverance and persistence in solving problems. There is a daily math activity involving Turtle Take Away; however, the activity lacks adequate guidance and no extensions, differentiation, or accommodations are included. The student workbook contains a trace and draw on three</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>pages. Students are not encouraged to extend their thinking. The use of math manipulatives is lacking. In the daily math activity, Turtle Take Away, the instructions state, "Place 10 turtles in the turtle pond, have the children close their eyes while the teacher takes some turtles away. Ask the children, 'How many turtles are left?'" No guidance is offered for using additional math vocabulary beyond the "how many are left" question. In the Student Workbook, students are instructed to trace numbers and then, "Draw the correct amount of objects next to the number." No suggestions are provided for promoting the students' conceptual understanding of this activity. The three math pages included in the Student Workbook all require the same type of work from students, "Draw the correct amount of objects next to the number." Activities that would build students' perseverance and/or persistence in solving problems were not evidenced in the materials.</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).</p>	<p>No</p>	<p>Adequate explanatory materials for teachers are not provided. In the Teacher's Guide on page 5, "Things I Like About Me," Miss Midgie's Suggested Reads includes "Columbus Day," "Fall," and "Halloween," but no suggestions/directions are provided to the teacher to assist the students in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>making connections to the text and no suggestions/directions are provided to the teacher for guidance in posing questions to the students. There are no suggestions for differentiation or accommodations. The student workbook tasks are primarily tracing letters and numbers with no further guidance. In the “Daily Exercise and Sample Schedule,” teachers are given the following guidance for story time, “Read a story to the children while they enjoy a healthy snack.” No instruction is provided for close reads or connections to be made for the book the teacher selects. For “Learning Time,” teachers are instructed for four year olds, “Age appropriate sentence structure,” with no other guidance. The only instruction given to teachers to assist students in writing their names is, “Trace your Name and try on your own page.” Teachers are provided minimal guidance throughout the lessons. For example, in Month 1, Lesson 2, teachers are instructed to, “Look up YouTube videos for Mindfulness kid videos” for promoting mindfulness and Zen.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</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>	<p>No</p>	<p>Assessments are not provided through a variety of appropriate methods. Directions instructing teachers to use a checklist, work samples, or photographs to assess their students were not evidenced. On a page 9 of the Teachers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			<p>Guide, under the section “Goals,” it states “Monitor a base level of recognition of new letters, words and sentences that are introduced and enable increased development.” On this same page, teachers are instructed to “Monitor and Observe: Individual child’s progress, Improved speed, Confidence/self esteem, Strengthening connections in the brain that help children learn.” The remainder of the page includes a list of sight words. No further assessments were evidenced. There are report cards for three and four year olds. Students are evaluated by S = Success, A = Almost there, E = Extra practice recommended. The materials in the Teacher Guide lack work samples. Other than teachers monitoring and observing, no guidance for assessment is provided for teachers.</p>
	<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>	<p>No</p>	<p>Methods to assess children’s learning are not embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule. On page 9 of the Teacher’s Guide, teachers are instructed to monitor and observe with no other methods included. No further assessments or methods of assessment were evidenced. During “Fine Motor Skills Play Time,” teachers are instructed to “have the children choose from one of the fine motor skill activities laid out</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			on the table”; however, no suggestions for assessment were included. During the “Learning Time,” teachers guide students in the “Daily Letter, Number, Shape and Color Recognition”; however, no guidance for assessment is included.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	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.).	Not Evaluated	This section was not evaluated because the nonnegotiable criteria was not met.
	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.	Not Evaluated	This section was not evaluated because the nonnegotiable criteria was not met.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	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.	Not Evaluated	This section was not evaluated because the nonnegotiable criteria was not met.
	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 nonnegotiable criteria was not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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 nonnegotiable criteria was 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	A large majority of materials and activities do not provide substantial opportunities and experiences for children to meet the approaches to learning, cognitive development/general knowledge, language and literacy development, physical well-being and motor development, and social-emotional development standards. A large percentage of time each day is spent on Mindfulness activities rather than on the Louisiana Birth to Five Early Learning Standards. Plans for literacy and numeracy instruction are limited and lack depth.
	2. Appropriateness of Curriculum Materials and Activities	No	While plans exist within the curriculum for culturally diverse learning, opportunities for child-initiated experiences are lacking, as are materials and activities that allow substantial opportunities for frequent

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			practice of skills using interactive and hands-on approaches. No materials or activities were evidenced that provide for differentiated or individualized learning and support.
	3. Complexity of Curriculum Materials and Activities	No	Materials and activities do not present a logical and coherent progression of complexity over time. Evidence of students interacting with complex text is minimal and math skills are not built upon students understanding numbers, ways of representing numbers, and relationships between number and quantities.
	4. Quality of Curriculum Materials and Activities	No	Language and literacy development is not emphasized through resources and activities that support regular read alouds of appropriately complex texts related to a theme or topic, or frequent use of a repeated-reading approach for texts read aloud. Math materials and activities do not devote a large majority of the time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities. Math materials do not 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; Promote children’s development of perseverance and persistence in solving

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5. Assessment	No	problems. Adequate explanatory materials for teachers are not provided. Assessments are not provided through a variety of appropriate methods. Methods to assess children’s learning are not embedded throughout activities within the daily schedule. No directions were located instructing teachers to use a checklist, work samples, or photographs to assess their students. The materials lack methods to assess individually in small and whole groups. Other than teachers monitoring and observing, no guidance is provided for teachers.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the nonnegotiable criteria was not met.
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the nonnegotiable criteria was not met.
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the nonnegotiable criteria was not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

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 [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in Early Childhood Education and grades K-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.