

The experiences children have and the skills they develop during their early years help lay the foundation for their future growth and development, increasing their opportunity for success in school and in life. With infants and toddlers, the teacher's role is not to teach in a traditional sense per se but to observe and react on what infants and toddlers are experiencing and how they learn – and then to support this learning and development process through interactions, the relationship with the child and the provision of experiences in an environment that contributes to the child's success. In short, an excellent infant/toddler curriculum enables the teacher to provide an environment and set of individualized and integrated experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for infants and toddlers.

Title: **Frog** Age Levels: **Infant and Toddler**

Publisher: **Frog Street Press** Copyright: **2014/2015**

Overall Rating: **Tier I, Exemplifies 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. Organization Of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Supports Parent Participation (Non-Negotiable)	
6. Implementation Format of Materials Activities	
7. Assessment	
8. Scaffolding and Support	

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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>1a) 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 age level for which they are suggested) across all domains of the standards:</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>Yes</p>	<p>Frog Street offers a supplemental resource that provides an alignment for Louisiana ELDS.</p> <p>All domains are addressed in the Learning Goals and Objectives and have extensive applications among the activity cards.</p> <p>Examples include: Approaches to Learning: SE Card 40, 41 (9-18 mo.). Theme 1, p.10: use Physical Development and Social Emotional Activities to develop persistence while engaging in learning and discovery activities. Theme 12, p. 10 focuses on building attention and persistence while participating at the Construction Center creating homes for Zoo Animals. Theme 12 also focuses on developing Communication skill while participating in the Pretend Play and Construction Centers. Children are encouraged to use the correct terms for baby animals. Theme 9, p.10 focuses on promoting curiosity while children ask questions when discussing the location of the stars.</p> <p>Cognitive Development: Skills addressed in Social Emotional Activity Cards# 1, 15, 16 and Cognitive # 1, 3, 29 (0-11 mo.). Math skills addressed in Cognitive Activity Cards # 34, 35, 37 (9-18mo). Theme 1 pg. 7 Use of Photo Activity Cards aid in the development of vocabulary. Questions are provided on the Photo Activity Cards to engage children during group discussions. Photo Cards 64 and 65 promote group discussions while developing vocabulary. Theme 12 pg. 43 Memory Card Activity -Zoo Animals Matching Pairs Game to strengthen Cognitive Development.</p> <p>Language/Literacy: Activity Cards Language# 4, 10, 31 and Physical # 24, 53 (0-11 mo.). Theme 1</p>

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			<p>pg. 6 “I Look in the Mirror” Poem is used to build language and listening skills. Theme 12 pg. 6 The use of Story Folders with magnetic story props are used to model “Storytelling”. Students are encouraged to use story props to retell stories.</p> <p>Story Folders are used in all Toddler Units. Use of Non-Fiction Text to build language and literacy for example, Theme 12 p. 16 “Who’s Who At Zippity Zoo?” The use of a Wordless Story “Animal Friends”(Theme 12) uses pictures to create a story, which also aids in the development of language. Theme 5 p.7 Photo Activity Card #31 is used to stimulate group discussions while introducing new vocabulary.</p> <p>Physical: Theme 1 p.9 “Simon Says” Activity is used to develop Gross Motor Skills. This activity is used in several units in order to give children the opportunity to repeat motor movements, which also strengthens connections in the brain. “Nose the Ball” activity uses crawling while moving a ball with the nose to foster large motor skill development. Theme 12, p.9 “Ape Walk’ and “Balancing Monkeys” are other examples of large motor skill activities. Toddler Theme 5, p. 19 activity “Changing Red” focuses on development of small motor skills.</p> <p>Social-Emotional: Theme 1, p. 8 “Special Kisses” is used to strengthen connections between the adult and the child. Theme 1 “Silly Faces” gives children and adults opportunities to explore facial expressions and feelings. Toddler Theme 5, p. 8 activity “Lemonade” aids in the strengthening of adult and child interactions.</p> <p>Every card across all domains includes 1-2 “Approaches Toward Learning” which is</p>

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			<p>integrated throughout all domains of development. "Fifth Developmental Domain" includes: curiosity, persistence, attention and communication.</p> <p>Both toddler and infant units provide opportunities and experiences for children to meet the Louisiana Learning and Development standards.</p>
	<p>1b) Large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities require social interactions/relationships, cognitive skills, and physical/oral motor responses)</p>	<p>Yes</p>	<p>Materials and activities provided in both Infant and Toddler Units cultivate integration of the child's development across all domains.</p> <p>The infant and toddler programs recommend that caregivers use the activity cards and do one activity from each domain with each child, each day as a way to optimize the children's learning and development.</p> <p>For example, under Cognitive domain, Creative Thinking and Expression is captured in Infant Language activity numbers 1, 3-5, 7, 8, 12, 14, 21, 24, 32, 38, Physical activity numbers 16, 17, 28, among others.</p> <p>Theme 12 under the Toddler Cognitive Domain, the Poem "Five Kangaroos" integrates Language and Literacy and Math.</p> <p>Theme 1 under the Toddler Outdoor Play Physical Development Domain Science is integrated during the "Climb Time" Activity. Children are asked to describe what body parts are being used while they participate in the climbing activity.</p>

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			<p>Box of 264 Infant Activity Cards include 4 domains (cognitive, language, social/emotional and physical) with 1-2 objectives per card. All objectives are both in the planning and assessment CD and in the online resource for teachers' convenience. Materials for activities are underlined.</p> <p>The butterfly icon indicates important information about the card: best practices, tips and strategies or explanation why a certain activity is particularly important for a child's development.</p> <p>In Toddler Theme 9 under Cognitive Domain the activity "Glowing Stars" integrates art and creativity. Also under the Language and Literacy Domain the featured story "The Itsy Bitsy Spider" integrates the use of music and movement. Sequencing of the "Itsy Bitsy Spider" under the cognitive domain encourages using the song and music to assist children with this sequencing activity.</p> <p>Toddler Theme 5, pp. 8 and 18 activities "Lemonade" and "Red Snack" under Social Emotional Domain strengthen adult and child interactions while integrating cooking and food preparation. Theme 5 activity "Color Scopes" under the Social Emotional Domain integrates science.</p> <p>Theme 5 pg. 19 activity "Changing Red" under Physical development Domain focuses on small motor development but integrates the Arts by exposing children to color mixing.</p>
2. APPROPRIATENESS OF CURRICULUM MATERIALS &	2a) Materials and activities focus on relationships, emotional connection and responsive caregiving	Yes	The importance of relationships and interactions between child and caregiver for maximizing brain development is explicitly justified in the "Getting

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<p>ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>Started" video resource.</p> <p>The infant manual (eBook- p. 22) offers information on "Conscious Discipline," which guides caregivers through the steps: Unite, Calm, Connect, and Commit as an approach to helping young children "feel safe and loved....and manage their emotions and interact appropriately with their peers".</p> <p>In order to prepare adults to be responsive caregivers, the Infant Manual (e-book p. 36) outlines both verbal and nonverbal cues that children may give to signal that they need a rest (break), are ready for activity, are hungry, and are sleepy.</p> <p>Materials and activities that focus on relationships and emotional connections are evident in all Infant and Toddler Units, especially in the Unite, Connect and Building Community activities. Information is also provided in the "Did You Know" sections, which encourage and promote responsive caregiving and draws caregivers' attention to milestones and children's development across domains.</p>
	<p>2b) Materials and activities provide caregiving routines that support health and safety of children</p>	<p>Yes</p>	<p>Information and activities regarding routines that support health and safety are addressed in the following sections "Teaching Tips", "What Should You Do?", and "Spruce Up Your Space". Safety Warnings and Allergy Alerts are also provided throughout the Toddler Units.</p> <p>Toddler Manual has section on creating a safe environment, which includes physical and emotional safety.</p>
	<p>2c) Materials and activities promote an ongoing process that includes observation, documentation, reflection, and</p>	<p>Yes</p>	<p>Adaptations to activities and lessons are provided across domains throughout both infant and toddler units.</p>

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	adaptation to meet each child’s interests and developmental needs		<p>Opportunities for observations are included daily. Specific activities to observe are suggested daily which gives teachers many chances to collect documentation of child’s progress.</p> <p>Toddler - In Planning and Assessment Section, activity and method of assessment is provided.</p>
	2d) Materials and activities are culturally and linguistically appropriate	Yes	<p>Infant and Toddler activity cards are in English on one side and Spanish on the other side.</p> <p>Bilingual materials include: 16 board books, paperback books, Photo Activity cards, story folders, “high interest photography and engaging illustrations”.</p> <p>Read aloud books are referenced on infant and toddler activity cards so teachers know when and how to use them.</p> <p>In the Getting Started/Toddler Guide the authors address the topic of Cultural Sensitivity. Within the units notes are provided when necessary in regards to cultural sensitivity.</p>
<p>3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	3a) Materials and activities optimally support children’s learning at different developmental stages (e.g., <i>security</i> for infants , <i>exploration</i> for mobile infants , and <i>identity</i> for toddlers)	Yes	<p>Infant activity cards, within each domain, are broken up into 4 age bands: 0-3 months, 3-6 months, 6-12 months and 12-18 months, so there is a developmental span within each domain.</p> <p>The program’s infant manual (e-book page 10-11) offers findings in brain research as a means to informing the caregivers about intentional interactions that will maximize windows of development.</p> <p>The book goes on to lay out “wiring windows” for very specific skill areas and provides the</p>

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			<p>alignment with those opportunities to the program resources (p.25-26).</p> <p>The Toddler's Guide, page 33 outlines a list of toys and equipment for specific age groups are given.</p>
	<p>3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines)</p>	<p>Yes</p>	<p>In both the infant and toddler materials, the difficulty of skill progresses to meet the child where they are within each developmental domain. For example, in the Language domain, an activity for a 0-3 month old involves reciting/singing a nursery rhyme to a child while diapering and attempting to make her smile, while a rhyming activity for a 3-6 month old #L14 "Little Miss Muffett") involves reading a nursery rhyme book to the child and prompting her to point to the character in the book.</p> <p>Infant activity cards provide activities for varying infant age levels; both Infant and Toddler Guides provide "Windows for Wiring and the materials to be used to support development in each of the domains at the varying age levels. The Infant Guide provides a What Should You Do? Section to give guidance on how to address the varying development of children</p> <p>Books, vocabulary, materials, activities, discussions etc. get more complex over time and adaptations of activities are suggested in order to meet the individual needs of children.</p>

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<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4a) Language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering) • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate • Open-ended questions that do not have a “yes” or “no” answer • Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage • Regular and repeated read-alouds of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development • Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message) • Print awareness and letter knowledge 	<p>Yes</p>	<p>Discussions and opportunities for conversations are apparent throughout all infant and toddler units. Use of Photo Activity Cards, Read Aloud Stories, and Story Folders allow many chances to engage students in conversations with teachers and peers.</p> <p>The Building of the Class Community through activities to unite and connect occurs daily. Use of “Conscious Discipline” fosters development and strengthens social interactions by providing time for children to engage and converse with partners.</p> <p>Open-ended questions and opportunities are provided on Photo Cards and throughout the Teacher Guide (Read Aloud, Story Folders, Center Activities)</p> <p>Exposure to music, rhymes, poems, fingerplays, and appropriate Children’s Literature occur daily in both infant and toddler units.</p> <p>Read Alouds and choice of books provided relate to the theme of the unit and provide opportunities for multiple readings and enhance the development of vocabulary and the strengthening of individual’s background knowledge. Additional Literature is suggested that can enhance the Read Aloud experience for children and further build background knowledge and vocabulary based on the unit of study. (Bugs, Colors, Shape, Friends Units)</p> <p>There are many opportunities for prewriting skills to be strengthened and developed such as use of eyedroppers, small boxes, bottles, lids, etc. in order to develop pincer grasp. Weekly activities, which incorporate drawing and writing, are included. Center activities that develop fine motor skills are suggested throughout thematic</p>

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			<p>units.</p> <p>Print Awareness strategies are given in the Getting Started section in the Toddler's Guide and are seen throughout many of the units. For example guidance on allowing children to hold books, turn pages, etc.</p> <p>Letter awareness activities are focused on throughout the thematic units by implementing activities that allow students to recognize shapes in order to build foundations for future reading and math skills. For example, there are opportunities for recognition of shapes that make up letters and the unique shape of words we read. Recommendations are made in "Parents as Partners" to practice making shapes with their children and discussing the variety of shapes in their environment.</p> <p>There are no specific lessons provided which focus on letter identification but the units are filled with opportunities to build a strong foundation for Phonological Awareness.</p>
	<p>4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs) • Development of science concepts (e.g., body parts, weather, plants, animals) • Perseverance and persistence to solve problems • Curiosity and exploration • Creative thinking (e.g., pretending, make-believe play, role playing) • Awareness of rules and responsibilities 	Yes	<p>Math and Science concepts and topics are integrated in the weekly Read Alouds. Thematic Units are designed to immerse students in the exploration of science, math and social living topics.</p> <p>Center activities are designed to encourage children to explore, be creative, problem-solve, and build relationships with peers and teachers.</p> <p>Each Unit provides opportunities to build a "Classroom Community" where children are expected to share in the responsibility to keep the classroom safe and therefore they take an active part in creating and following rules.</p> <p>The Infant Activity Cards focus on Cognitive,</p>

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			<p>Language, Literacy, Social Emotional, and Physical Development but activities integrate science and math concepts while allowing infants to be curious and have opportunities to explore and begin to problem solve. Activities are designed to be used more than once.</p> <p>Some examples are: 3 to 6 month Activity Card L19 “Textured Bottles” allows infants to use their sense of touch to explore different textures. 6 to 12 Month Activity Card C33 “Things That Go Together” gives opportunities for infants to explore beginning math concepts of comparing, sorting and problem solving. C23 “Tactile Blocks” allows exploration of senses. C21 “Little Drummers” -Experimenting with sound- Sense of Hearing 12 to 18 Month Activity Card C47- “Nesting Cups” - Math and Measurement C45 “Shadow Match- Exploring the World Around Them.</p>
	<p>4c) Adequate, explanatory instructions for teachers to use the materials and activities</p>	<p>Yes</p>	<p>Materials for both infant and toddler caregivers are extremely organized and user-friendly.</p> <p>Example: The infant kit provides clear pockets to allow teachers to organize the cards for each domain under each child’s name and then display it for daily use; referred to as a “Personalized Teaching Plan”</p> <p>Weekly materials lists are provided as well as a list of items needed for each unit is provided for teachers and caregivers. A list of items to be collected and prepared is provided weekly. Parent Newsletter also mentions items that are needed so parents can participate in the collection of theme materials, which can be</p>

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			<p>found around the home.</p> <p>Classroom Posters offer tips, strategies and reminders of best practices.</p> <p>Videos are also included which gives infant and toddler caregivers an overview of the program, tips for enhancing interactions, and opportunities for continuing education for Early Childhood Best Practices.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>5a) Provides a variety of parental engagement activities to strengthen children’s learning and development</p>	<p>Yes</p>	<p>The Planning and assessment CD provides a range of printable “Infant Daily Report” forms to inform parents of a child’s activities and progress each day.</p> <p>Informational letters are available to print and send home from the resource CD. These letters offer practical activities for parents to do at home that will enhance learning and development, across all of the domains.</p> <p>“Parents as Partners” Newsletter is provided weekly and focuses on developmental milestones, unit or theme information, activities to stimulate parent child interactions (literacy and language, math development etc.), and notification regarding upcoming topics and units of study are also provided.</p> <p>Toddler Daily Report forms are also included which allows parents and caregivers opportunities to pass on pertinent information regarding the child’s mood, sleeping habits, toileting, toileting supplies needed and special instructions.</p>
<p>ADDITIONAL INDICATORS OF QUALITY</p>			

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<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>6a) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including individual and cooperative play, interest areas and centers, small group and individualized attention</p>	<p>Yes</p>	<p>Multiple settings both indoors and outdoors are suggested throughout all thematic units. A variety of center activities are provided which promote individual and cooperative play.</p> <p>The Program Tour states that Outdoor Play gives toddlers opportunities to become self-initiating learners and experience with repeated motor movements during these activities, which strengthen the neuron connections in the brain.</p> <p>Examples of Outdoor activities are: Theme 1, p.3 "Listening Walk" p. 23 "Hands Throw and Catch". Theme 12, p. 9 "Ape Walk" and "Balancing Monkeys" are activities that are recommended for outdoor activities but could easily be used indoors due to weather conditions.</p> <p>Outdoor activities are changed slightly to fit the toddler theme. For example, the "Simon Says" activity in Theme 1 is changed to "The Zookeeper Says" in Theme 12, p. 3.</p> <p>Toddler Learning Centers in the Enrichment sections of each unit provides opportunities for individual and cooperative play. Examples of these Centers are Science, Creative Station, Pretend Play, Construction Center, and Library and Listening. During these Learning Centers caregivers are encouraged to engage and participate with children.</p>
	<p>6b) Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory,</p>	<p>Yes</p>	<p>Materials listed in the Program Components and materials listed for collection are developmentally appropriate and safe for children to use. Many of the materials collected can be used more than once and used in a variety of different ways and at different centers.</p>

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	listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child		
	6c) Materials are available in appropriate formats (e.g., vinyl books and board books) and different formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).	Yes	Both infant and toddler kits include a range of components to maximize the care and support of caregivers to children. Materials include paperback books and board books, photo cards and Activity Cards. A variety of music CDs is also part of the program components. A Pattern CD is also included and teachers can print lesson material like sequence cards, number cards, etc. Toddler kits include Magnetic Story Folder Pieces are included in order to manipulate while telling a story. A set of 15 learning posters is also included. Infant materials include a 5-piece Music Band. Each piece is designed so infants can easily grab each instrument in order to produce a sound. Peeper Puppets and a soft puppet are also included so caregivers can engage in play with the child. Twelve caregiver posters are provided to give caregivers tips on Calming Little Ones, Handling Tantrums, Stimulating Curiosity and more.
7. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	7a) 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, parent perspectives)	Yes	A Developmental Checklist is provided and has space available to document ongoing documentation of students' progress over time. Anecdotal forms are provided and samples of how to complete these forms are provided. Suggestion for portfolio collection is also suggested. (Photos, child's work etc.)
	7b) Assessment occurs frequently to assure that knowledge of each child's development is up-to-date and accurate	Yes	Infant activity cards do not directly reference assessment opportunities but the resources can be found among the program materials. Activity Trackers do provide opportunities to monitor track implementation of lessons over

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			<p>time.</p> <p>Assessment tab on website provides Learning Goals overview sheet, Anecdotal Notes recording form and a Developmental Checklist.</p> <p>Assessment Suggestions are provided weekly- Specific activities are listed along with developmental goals to which they are aligned. A method of how these activities should be assessed is provided along with an icon. For example a picture of a camera to indicate a photo should be taken, a picture of a folder to indicate that a work sample should be collected.</p>
	<p>7c) Assessment attends to the child’s functional capacities in natural contexts</p>	<p>Yes</p>	<p>The majority of the assessment procedures in the program rely on anecdotal notes that should be taken while observing the children in their natural setting.</p> <p>Specific Toddler Weekly Center Activities are suggested which allows opportunities to collect assessment notes while children are engaged in natural play settings and cooperative learning activities.</p>
<p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>8a) Appropriate suggestions are outlined for supporting varying needs of children (e.g., English language learners and children with special needs, etc.) and are integrated throughout all materials and activities</p> <p>Examples may include supportive language, ideas, or movements, or an open-ended question that prompt children to extend or expand their ideas and facilitate new and more complex thinking or exploration</p>	<p>Yes</p>	<p>An overview of potential challenges and what to do for infants with visual and hearing challenges or delayed motor development is outlined in the manual (eBook p. 37-38).</p> <p>Use of bilingual materials is found throughout the units. Suggestions for adapting lessons and activities for children with special needs are also given. Use of American Sign Language is also embedded in the program. Information regarding children with special needs and ELL are also addressed in the Toddler’s Getting Started guide.</p> <p>Open-ended question samples are given throughout both infant and toddler activities in order to extend and expand a child’s ideas and move them to more complex thinking. These</p>

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			<p>open-ended questions are in all sections of the thematic units.</p> <p>In the “Did You Know?” sections child development milestones are focused on in order to give caregivers information and promote modeling in order to increase and support language, literacy, listening, and cognitive development while supporting social and emotional growth</p>
<p>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.</p>			
<p>Compile the results of Sections I and II to make a final decision for the material under review</p>			
<p>I: Non-Negotiables</p>	<p>1. Content Within the Parameters of the Standards</p>	<p>Yes</p>	<p>There is transparent alignment between the curriculum learning goals and the Louisiana Early Learning and Development Standards.</p>
	<p>2. Appropriateness of Curriculum Materials and Activities</p>	<p>Yes</p>	<p>The program offers a comprehensive package addressing all stages of development. The gradual increase in complexity in activities meets the curve of both growth and child interest.</p>
	<p>3. Organization Of Curriculum Materials & Activities</p>	<p>Yes</p>	<p>Materials and activities are organized and sequential and in an easy to use format for teachers.</p>
	<p>4. Quality of Curriculum Materials and Activities</p>	<p>Yes</p>	<p>The activities are grounded in researched-based developmental best practices for children aged 0-36 months.</p>
	<p>5. Activities/Materials Supporting Parental Participation</p>	<p>Yes</p>	<p>There is a range of methods to communicate with parents about both daily happenings regarding the child’s learning and well being, as well as ways to promote extension of that learning in the home.</p>
<p>II: Additional Indicators of Quality</p>	<p>6. Implementation Format of Materials and Activities</p>	<p>Yes</p>	<p>A wide range of experiences, which develop skills while implementing the use of safe and developmentally appropriate materials, toys,</p>

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			and manipulatives are provided and are suggested for collection. The activities and centers provided foster the development of the “whole child”.
	7. Assessment	Yes	Materials and center activities offer assessment opportunities in natural play environments and settings and accurately and appropriately measure student growth and progress over time.
	8. Scaffolding and Support	Yes	Suggested materials and appropriate activities are provided to support and address the varying needs of all children in order for them to meet the standards.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.