

Academic Content

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: **Get Set for School Pre-K Program**

Age Levels: **4-5**

Publisher: **No Tears Learning Inc dba Learning Without Tears**

Copyright: **2021**

Curriculum Type: **Integrated**²

Overall Rating: **Tier 3, Not representing quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
	1. Content and Complexity Within the Parameters of the Standards (Non-Negotiable)

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

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).

- 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
<p>SECTION I: NON-NEGOTIABLE CRITERIA</p> <p>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.</p>			
<p>Non-Negotiable 1. CONTENT AND COMPLEXITY WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards (ELDS).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required</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 (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):</p> <ul style="list-style-type: none"> ● Approaches to Learning; ● Cognitive Development and General Knowledge which includes: <ul style="list-style-type: none"> ○ Mathematics, ○ Science, ○ Social Studies, and ○ Creative Arts ● Language and Early Literacy Development; ● Physical Development; and ● Interpersonal Skills. 	<p>No</p>	<p>A large majority of materials and activities do not 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. Each week follows the same structure, beginning with Language and Literacy, then moving into Readiness and Writing, Numbers and Math, and Oral Language sections. While the materials include a Language and Early Literacy section for each lesson, minimal opportunities exist for children to receive explicit instruction in phonological awareness. Instead, the majority of Language and Literacy activities focus on letter-sound review and letter formation. For example, materials provide limited and inconsistent opportunities for students to blend onsets and rimes of single-syllable words (ELDS EL 1.6.4). In Unit 3, Week 16, Day 5, Combine Onset and Rime, students review the letter G and its sound before engaging in a modeled routine in which the teacher segments and blends a word, such as /gui/-tar. However, this example includes a multisyllabic word, which does not align to the expectation of blending onsets and rimes in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>single-syllable words. The routine is briefly repeated with additional onsets, including /b/, /m/, /p/, and the rime, -at, but opportunities for independent student practice are minimal. In subsequent lessons, such as Week 18, Day 5, students identify pictures and objects that begin with the letter J; however, these tasks focus on initial sound recognition rather than blending onsets and rimes. Similarly, in Weeks 25 and 26, Divide Onset and Rime, students identify word families, but activities emphasize recognition over explicit blending practice. Additionally, materials provide limited activities aligned to the Physical Development: Gross Motor domain. For example, Unit 2, My Body, Week 7, Day 2, Science, the teacher asks the children to hop/jump and swim and describe the differences between the two actions. While this task introduces basic locomotor skills, the materials lack a progression of tasks that increase in complexity or require coordinated movements with control and balance (ELDS PD 1.2.4). The materials lack sufficient opportunities for language development, specifically in initiating and participating in conversations that involve multiple turn-taking exchanges, with each exchange building upon the previous one (ELDS EL 3.2.4). For example, in Unit 1, Week 1, Day 4, the objective focuses on developing peer relationships; however, the Venn diagram activity requires the teacher to record children's responses rather than facilitating structured peer-to-peer discussion.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			The teacher does not ask children to collaboratively engage in the task, respond to one another, or build on peers' ideas. As a result, the activity does not support extended, multi-turn conversations or meaningful interaction among children.
	<p>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).</p>	No	Materials and activities do not present a logical and coherent progression of complexity over time. While the materials reference standards with the lessons, there is insufficient evidence to demonstrate that the materials and activities intentionally follow a clear continuum from less complex to more complex over time, allowing for substantial practice of skills. The routines do not challenge children to take on more independence or navigate more complex multi-step activities as the year progresses. For example, in Unit 2, Week 7, Day 1, Oral Language, the teacher introduces multiple vocabulary words, including kick, march, ball, soccer, parade, lifting, swinging, quick, front, and high. However, as the week progresses, these vocabulary words are not systematically revisited or reinforced, with the exception of soccer. By Day 3, the teacher introduces a new set of vocabulary words, including high, low, air, up, down, ground, marching, soccer, rather than building on and deepening understanding of previously introduced terms. Writing tasks throughout the materials are limited to forming capital letters and do not demonstrate a coherent progression in writing development.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The materials do not provide sufficient opportunities for children to write words using invented spelling (ELDS 5.3.4), nor do they build from letter formation to word-level writing. For example, in Unit 3, Week 14, Day 3, the teacher instructs children to finger trace the tactile side of a letter card from their name and then to write their own names. This routine is repeated across multiple weeks, emphasizing letter formation without extending to composing words or representing sounds in writing. Similarly, in Unit 6, Week 31, Day 4, children review the letter s and its sound, and then create a sign using “pictures, shapes, letters, or words.” However, the task does not explicitly require or support students in using invented spelling to represent words, and teacher guidance focuses on observing whether students use pictures, scribbles, or letters rather than prompting sound-to-symbol application.</p>
	<p>Required 1c) Materials spend minimal time on content outside of Louisiana’s ELDS.</p>	<p>Yes</p>	<p>Materials do not spend time on content outside of Louisiana’s ELDS. The materials primarily focus on content within the age-band expectations. For example, in Unit 2, Week 10, Day 4, children engage in an activity aligned to CM 2.1.4 (identify, duplicate, extend, and create simple repeating patterns). Students sit in a circle, and each child is assigned a movement, such as tapping three times or clapping two times. The teacher prompts, “Let’s find the pattern,” and children repeat the sequence of sounds and movements as the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher names each one aloud. Children then switch roles and repeat the activity. As a check for understanding, the teacher observes whether children can duplicate the sound and movement patterns. An enrichment option suggests that children create patterns using blocks, shapes, or coloring materials. In Unit 1, Week 5, Day 5, children engage in a science activity aligned to ELDS CS 1.1.4 (observe, ask questions, predict, make comparisons, and gather information about the physical and natural world). During the lesson, children compare plants and insects. The teacher begins by defining plants and insects and providing examples, then asks, “Can you tell me the name of a plant?” and “Can you tell me the name of an insect?” The teacher then introduces a plant and a caterpillar, prompting students to compare them. Children also measure the two using wooden pieces, identifying which is longer and which is shorter. Through these activities, students engage in observation and comparison using their senses and provided tools.</p>
<p>Non-Negotiable 2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required - <i>Integrated Curriculum Only</i> 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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required - <i>Integrated Curriculum Only</i> 2b) Materials and activities provide guidance</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	for routines that support the health and safety of children.		
	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).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	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.).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	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.	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
<p>Non-Negotiable 3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Applicable to Ages 0-3 Required - <i>Integrated Curriculum Only and Language and Literacy Curriculum</i> 3a) Infant and toddler language and early literacy development is emphasized through resources and activities that support (where age-appropriate):</p> <ul style="list-style-type: none"> ● 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 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). <p>Applicable to Ages 3-5 Required - <i>Integrated Curriculum and Language and Literacy Curriculum</i></p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>3a) Language and early literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • 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; • 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; 		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> • 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. 		
	<p>Required - <i>Integrated Curriculum Only</i> 3b) Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Understanding of basic concepts outlined in the “Cognitive Development and General Knowledge” domain of the Standards: <ul style="list-style-type: none"> ○ 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. 	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
	<p>Applicable to Ages 3-5 Required - Integrated Curriculum and Math Curriculum Only</p> <p>3c) Math materials and activities devote a large majority of the time (75% or more) to the development and understanding of the following:</p> <ul style="list-style-type: none"> • 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. <p>Additionally, materials and activities align with the domain of “Mathematics” outlined in Louisiana’s ELDS and 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; and 	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> Promote children’s development of perseverance and persistence in solving problems. 		
<p>Non-Negotiable 4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> Aligned activities; Virtual portals; Stories/books; and Learning extensions to complete at home. 	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</p>			
<p>5. 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>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 5b) Suggested materials and activities appeal to children’s interests in order to deepen motivation, enjoyment, and learning.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 5c) Activities include the use of safe and age-appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars,</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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).</p> <p>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, relationship-building, physical, and spatial relations) and require the most action on the part of the child.</p>		
	<p>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.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN</p> <p>Materials offer assessment opportunities that accurately and appropriately measure</p>	<p>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).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
progress. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 6b) Assessment occurs frequently to ensure that current knowledge of each child’s development is accurate.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 6c) When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Examples may include: <ul style="list-style-type: none"> ● 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 ● Opportunities for children to take the lead in their learning. 	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” 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
	1. Content and Complexity 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 Louisiana Birth to Five Early Learning and Development Standards (ELDS) while fostering integration of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I: Non-Negotiable Criteria of Superior Quality³			development across domains. Materials and activities do not 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	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	3. Quality of Curriculum Materials and Activities	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4. Activities/Materials Supporting Family Engagement	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Indicators of Superior Quality⁴	5. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Assessment and Support for All Children	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u>			

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

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-2.

Appendix I.

Publisher Response



Academic Content

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: **Get Set for School Pre-K Program**

Age Levels: **4-5**

Publisher: **No Tears Learning Inc dba Learning Without Tears**

Copyright: **2021**

Curriculum Type: **Integrated**²

Overall Rating: **Tier 3, Not representing quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
	1. Content and Complexity Within the Parameters of the Standards (Non-Negotiable)

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

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).

- 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	PUBLISHER'S RESPONSE
<p>SECTION I: NON-NEGOTIABLE CRITERIA</p> <p>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.</p>				
<p>Non-Negotiable 1. CONTENT AND COMPLEXITY WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards (ELDS).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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):</p> <ul style="list-style-type: none"> ● Approaches to Learning; ● Cognitive Development and General Knowledge which includes: <ul style="list-style-type: none"> ○ Mathematics, ○ Science, ○ Social Studies, and ○ Creative Arts ● Language and Early Literacy Development; ● Physical Development; and ● Interpersonal Skills. 	<p>No</p>	<p>A large majority of materials and activities do not 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. Each week follows the same structure, beginning with Language and Literacy, then moving into Readiness and Writing, Numbers and Math, and Oral Language sections. While the materials include a Language and Early Literacy section for each lesson, minimal opportunities exist for children to receive explicit instruction in phonological awareness. Instead, the majority of Language and Literacy activities focus on letter-sound review and letter formation. For example, materials provide limited and inconsistent opportunities for students to blend onsets and rimes of single-syllable words (ELDS EL 1.6.4). In Unit 3, Week 16, Day 5, Combine Onset and Rime, students review the letter G and its sound before engaging in a modeled routine in which the teacher segments and blends a word, such as /gui/-tar. However, this example includes a multisyllabic word, which does not align to the expectation of blending onsets and rimes in</p>	<p>Learning Without Tears (LWT) appreciates the thoroughness of Louisiana’s review process and the feedback provided. We understand and respect the findings noted by the review team. Get Set for School ©2021 (GSS) successfully met Louisiana’s standards during the state’s previous review cycle. While the Louisiana Birth to Five Early Learning and Development Standards (ELDS) have since been updated, the changes were not substantial enough for us to anticipate that our existing materials would fall out of alignment – we anticipated our program to remain Tier 1 and continue to meet the needs of educators and students in the state. LWT is actively developing a substantial update to the Get Set for School Pre-K Program that directly addresses the alignment gaps identified in this review, including expanded phonological awareness activities with explicit instruction and independent practice opportunities in single-syllable blending, greater integration of gross motor development within lesson</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>single-syllable words. The routine is briefly repeated with additional onsets, including /b/, /m/, /p/, and the rime, -at, but opportunities for independent student practice are minimal. In subsequent lessons, such as Week 18, Day 5, students identify pictures and objects that begin with the letter J; however, these tasks focus on initial sound recognition rather than blending onsets and rimes. Similarly, in Weeks 25 and 26, Divide Onset and Rime, students identify word families, but activities emphasize recognition over explicit blending practice. Additionally, materials provide limited activities aligned to the Physical Development: Gross Motor domain. For example, Unit 2, My Body, Week 7, Day 2, Science, the teacher asks the children to hop/jump and swim and describe the differences between the two actions. While this task introduces basic locomotor skills, the materials lack a progression of tasks that increase in complexity or require coordinated movements with control and balance (ELDS PD 1.2.4). The materials lack sufficient opportunities for language development, specifically in initiating and participating in conversations that involve multiple turn-taking exchanges, with each exchange building upon the previous one (ELDS EL 3.2.4). For example, in Unit 1, Week 1, Day 4, the objective focuses on developing peer relationships; however, the Venn diagram activity requires the teacher to record children's responses rather than facilitating structured peer-to-peer discussion.</p>	<p>progressions, and enhanced structures for multi-turn peer-to-peer conversation aligned to ELDS EL 3.2.4. The updated program is expected to be completed by the end of February 2027, aligning with the close of Louisiana's next review cycle, and we fully intend to submit the updated materials at that time. We recognize that many Louisiana educators and districts currently use Get Set for School and have found it to be a valuable tool for their PreK classrooms. We are committed to continuing to serve those communities and to deliver an updated program that fully meets the state's requirements and earns the quality rating their students deserve.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			The teacher does not ask children to collaboratively engage in the task, respond to one another, or build on peers' ideas. As a result, the activity does not support extended, multi-turn conversations or meaningful interaction among children.	
	<p>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).</p>	No	Materials and activities do not present a logical and coherent progression of complexity over time. While the materials reference standards with the lessons, there is insufficient evidence to demonstrate that the materials and activities intentionally follow a clear continuum from less complex to more complex over time, allowing for substantial practice of skills. The routines do not challenge children to take on more independence or navigate more complex multi-step activities as the year progresses. For example, in Unit 2, Week 7, Day 1, Oral Language, the teacher introduces multiple vocabulary words, including kick, march, ball, soccer, parade, lifting, swinging, quick, front, and high. However, as the week progresses, these vocabulary words are not systematically revisited or reinforced, with the exception of soccer. By Day 3, the teacher introduces a new set of vocabulary words, including high, low, air, up, down, ground, marching, soccer, rather than building on and deepening understanding of previously introduced terms. Writing tasks throughout the materials are limited to forming capital letters and do not demonstrate a coherent progression in writing development.	LWT acknowledges the review team's findings regarding the progression of complexity across the program. We understand the concern that vocabulary introduced early in the week is not always systematically revisited with increasing depth, and that writing development does not sufficiently scaffold from letter formation toward word-level composition and invented spelling. The updated GSS program currently in development will address these concerns directly, including a deliberate and documented progression of complexity across units, systematic vocabulary revisiting and deepening, and a writing development pathway that moves children from letter formation through word-level writing with explicit support for invented spelling. We anticipate completing this update by the end of February 2027 and plan to submit the revised materials for Louisiana's next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>The materials do not provide sufficient opportunities for children to write words using invented spelling (ELDS 5.3.4), nor do they build from letter formation to word-level writing. For example, in Unit 3, Week 14, Day 3, the teacher instructs children to finger trace the tactile side of a letter card from their name and then to write their own names. This routine is repeated across multiple weeks, emphasizing letter formation without extending to composing words or representing sounds in writing. Similarly, in Unit 6, Week 31, Day 4, children review the letter s and its sound, and then create a sign using “pictures, shapes, letters, or words.” However, the task does not explicitly require or support students in using invented spelling to represent words, and teacher guidance focuses on observing whether students use pictures, scribbles, or letters rather than prompting sound-to-symbol application.</p>	
	<p>Required 1c) Materials spend minimal time on content outside of Louisiana’s ELDS.</p>	<p>Yes</p>	<p>Materials do not spend time on content outside of Louisiana’s ELDS. The materials primarily focus on content within the age-band expectations. For example, in Unit 2, Week 10, Day 4, children engage in an activity aligned to CM 2.1.4 (identify, duplicate, extend, and create simple repeating patterns). Students sit in a circle, and each child is assigned a movement, such as tapping three times or clapping two times. The teacher prompts, “Let’s find the pattern,” and children repeat the sequence of sounds and movements as the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>teacher names each one aloud. Children then switch roles and repeat the activity. As a check for understanding, the teacher observes whether children can duplicate the sound and movement patterns. An enrichment option suggests that children create patterns using blocks, shapes, or coloring materials. In Unit 1, Week 5, Day 5, children engage in a science activity aligned to ELDS CS 1.1.4 (observe, ask questions, predict, make comparisons, and gather information about the physical and natural world). During the lesson, children compare plants and insects. The teacher begins by defining plants and insects and providing examples, then asks, “Can you tell me the name of a plant?” and “Can you tell me the name of an insect?” The teacher then introduces a plant and a caterpillar, prompting students to compare them. Children also measure the two using wooden pieces, identifying which is longer and which is shorter. Through these activities, students engage in observation and comparison using their senses and provided tools.</p>	
<p>Non-Negotiable 2. APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required - Integrated Curriculum Only 2b) Materials and activities provide guidance</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	for routines that support the health and safety of children.			
	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).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	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.).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	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.	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	PUBLISHER'S RESPONSE
<p>Non-Negotiable 3. QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Applicable to Ages 0-3 Required - <i>Integrated Curriculum Only and Language and Literacy Curriculum</i> 3a) Infant and toddler language and early literacy development is emphasized through resources and activities that support (where age-appropriate):</p> <ul style="list-style-type: none"> • 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 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). <p>Applicable to Ages 3-5 Required - <i>Integrated Curriculum and Language and Literacy Curriculum</i></p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p>3a) Language and early literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • 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; • 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; 			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<ul style="list-style-type: none"> • 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. 			
	<p>Required - <i>Integrated Curriculum Only</i> 3b) Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Understanding of basic concepts outlined in the “Cognitive Development and General Knowledge” domain of the Standards: <ul style="list-style-type: none"> ○ 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. 	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	PUBLISHER'S RESPONSE
	<p>Applicable to Ages 3-5 Required - Integrated Curriculum and Math Curriculum Only</p> <p>3c) Math materials and activities devote a large majority of the time (75% or more) to the development and understanding of the following:</p> <ul style="list-style-type: none"> • 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. <p>Additionally, materials and activities align with the domain of “Mathematics” outlined in Louisiana’s ELDS and 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; and 	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<ul style="list-style-type: none"> Promote children's development of perseverance and persistence in solving problems. 			
<p>Non-Negotiable 4. ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 4a) Materials provide a variety of family engagement activities to strengthen children's learning and development, including but not limited to:</p> <ul style="list-style-type: none"> Aligned activities; Virtual portals; Stories/books; and Learning extensions to complete at home. 	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY</p>				
<p>5. 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>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 5b) Suggested materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 5c) Activities include the use of safe and age-appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars,</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p>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).</p> <p>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, relationship-building, physical, and spatial relations) and require the most action on the part of the child.</p>			
	<p>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.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>6. ASSESSMENT AND SUPPORT FOR ALL CHILDREN</p> <p>Materials offer assessment opportunities that accurately and appropriately measure</p>	<p>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).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
progress. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 6b) Assessment occurs frequently to ensure that current knowledge of each child's development is accurate.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 6c) When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Examples may include: <ul style="list-style-type: none"> ● 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 ● Opportunities for children to take the lead in their learning. 	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" 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	
	1. Content and Complexity 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 Louisiana Birth to Five Early Learning and Development Standards (ELDS) while fostering integration of	LWT is grateful to the Louisiana Department of Education for the opportunity to respond to this review. We understand that the Tier 3 rating reflects gaps between the 2021 edition

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
I: Non-Negotiable Criteria of Superior Quality³			<p>development across domains. Materials and activities do not present a logical and coherent progression of complexity over time. Materials spend minimal time on content outside of Louisiana's ELDS.</p>	<p>of Get Set for School and the updated Louisiana ELDS with increased learning progressions, and we accept that finding. We want to be clear about the context: Get Set for School passed every component of Louisiana's review when evaluated against a prior version of the ELDS. While the core domains and structure remained the same, the updates to the requirements were not extensive enough for us to anticipate a compliance issue, and we submitted in good faith. We were unable to withdraw from the process once this became apparent, and we understand that it is consistent with the state's established procedures. We want to assure Louisiana educators and districts using Get Set for School; we are committed to you. A comprehensive update to the program is underway and is designed to fully address each of the areas identified in this review. We expect to complete this update by the end of February 2027 and intend to submit it for Louisiana's next review cycle.</p>
	2. Appropriateness of Curriculum Materials and Activities	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	3. Quality of Curriculum Materials and Activities	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

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	PUBLISHER'S RESPONSE
	4. Activities/Materials Supporting Family Engagement	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Indicators of Superior Quality⁴	5. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Assessment and Support for All Children	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing 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-2.

Appendix II.

Public Comments



There were no public comments submitted.