

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. Teachers of infants and toddlers play a critical role in developing relationships through high-quality interactions and observational skills in order to support their learning and developmental process. Additionally, a high-quality curriculum enables the teacher to cultivate 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 children ages birth-5.

Title: **Three Cheers for Pre-K**

Age Levels: **Four and Five**

Publisher: **Savvas Learning Company LLC**

Copyright: **2022**

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

Overall Rating: **Tier 1, Exemplifies quality**

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

STRONG	WEAK
1. Content Within the Parameters of the Standards (Non-negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-negotiable)	
3. Complexity of Curriculum Materials and Activities (Non-negotiable)	
4. Quality of Curriculum Materials and Activities (Non-negotiable)	
5. Activities/Materials Supporting Family Participation (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Assessment	
8. Scaffolding and Support	

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

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

- Review the **required**² 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 **Non-Negotiable** Criteria 1-4 for the review to continue to **Non-Negotiable** Criterion 5. Materials must meet all of the **Non-negotiable** Criteria 1-5 in order 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” 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.

² **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY 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 Non-Negotiable Criteria 1-4 for the review to continue to Non-Negotiable Criterion 5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.</p>			
<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>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 while fostering 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/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>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 while fostering integration of development across domains. Children demonstrate Approaches to Learning during Morning Meeting, which allows children the opportunity to gather information, ask complex questions, and activate prior knowledge as they plan for the day.. For example, in Theme 1, Week 1, Day 4, Morning Meeting, children draw on prior knowledge as they discuss the concept of weather and what the weather is that day. They respond to questions such as, “What do I mean when I say weather?” and “What is the weather today?” If children do not respond, the Guide Theme 1: Hello, School! directs caregivers to ask prompting questions such as, “Is it sunny or cloudy?” “Is it warm or cold?” or “Is it raining?”</p> <p>Children also demonstrate Approaches to Learning during Science Circle time, which encourages them to show</p>

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			<p>curiosity, interest, and willingness to learn new things and try new experiences (Standard A1). For example, in Theme 9, Week 1, Day 1, Science Circle, children use their senses to observe samples of rocks, soil, and sand. The caregiver encourages children to describe what they see and explains that, "We live on Earth. Land and water cover Earth." Then the caregiver explains, "...we are going to look at and tell about Earth's land and water." Children work independently as they use spoons, craft sticks, and hand lenses to observe each of the samples. Then, the caregiver sprays each of the materials with water, and children complete the process again, explaining what happens to each of the materials when it gets wet.</p> <p>Throughout the materials, children engage in Cognitive Development and General Knowledge through strengthening their knowledge in content areas. For example, in Theme 2, Week 3, Day 3, Math Circle, children learn number sense through the use of dot cards. The caregiver places dot cards for numbers 3 and 4 face down on the floor or table and flips each card over, directing the children to identify which card has the most dots. This process continues as the caregiver rearranges cards and continues to flip them over.</p>

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			<p>Then the caregiver uses illustrations from Grandma’s Tiny House to strengthen number sense, as children identify which illustrations contain four of the same object. Finally, children work in pairs to identify the number of counters in a set without counting.</p> <p>Children also experience Language and Literacy Development throughout the materials and activities. Children develop skills in vocabulary and reading comprehension during daily Literacy Circles and Story Time. For example, Theme 4, Week 2, Day 1, Literacy Circle, activates new vocabulary. The caregiver introduces the word neighborhood and explains that it includes the people that live nearby. The caregiver then invites children to discuss what else makes up a neighborhood, such as houses and people. In Theme 8, Week 2, Day 3, children gather in front of the caregiver for Story Time. The caregiver rereads the story “Whose Feet Are These?” Children turn to a neighbor and share information they have learned about animals in the book. The caregiver clarifies unfamiliar words and uses questions to prompt children to retell the story. The caregiver also displays vocabulary cards that give children a better understanding of the text. The caregiver uses these cards to engage</p>

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			<p>children in discussion about animals and words that describe animal feet.</p> <p>Physical Well-being and Motor Development are addressed through both centers and instructional activities in the materials.</p> <p>Wheel of Motion is a movement activity in Theme 7, Week 3, Day 2 that challenges children to move in various motions and includes movements written on cards, such as hop on one foot. Theme 5, Week 1, Day 1, includes an Outdoor Play tab that suggests using a game of Follow the Leader to initiate gross motor activities, such as “hopping to the tree.” It also encourages children to follow two-step directions. Theme 6, Centergize Theme centers, provides an activity for Writer’s Club in which students write about their favorite food, encouraging fine motor practice.</p> <p>Children experience Social Emotional Development during daily Let’s Talk activities in which they learn to regulate their emotions, express their feelings, and develop a positive self-identity through the use of Social and Emotional Learning Cards. The cards introduce vocabulary and encourage discussion of concepts such as respect, feelings, community, and rules. In Theme 2, Week 2, Day 3, the caregiver describes respectful behaviors and leads the</p>

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			<p>children in a discussion about how this makes the group feel when playing together. In Theme 6, Week 2, Day 2, children continue the daily social emotional learning during the Reflect portion of the day. The caregiver presents picture cards to children to help guide the discussion. Questions support children’s understanding of helping others and asking for help in varying scenarios.</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials and activities focus on responsive caregiving, relationships and emotional connection.</p>	<p>Yes</p>	<p>Materials and activities focus on responsive caregiving, relationships, and emotional connection. In the Getting Started resource, Foster Interpersonal Relationships: Building and Nurturing Relationships with Your Children provides a guide that refers to multiple times within the school day in which caregivers have opportunities to connect with children, interact with children during play, and help children develop ownership of their learning. The daily Meet and Greet gives caregivers ideas to connect with children at the beginning of every day. Meet and Greet also utilizes a Mood Meter, which children use to identify how they are feeling as they enter the room, giving the caregiver an opportunity to engage in responsive caregiving. The materials provide Daily Meet and Greet activities, such as in Theme 4, Week 1, Day 3, which suggests a pinky shake. Children then choose a Social Emotional Learning</p>

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			<p>Card as their focus for the day that helps the caregiver guide the child throughout the day, further building the relationship between the caregiver and child. Let's Talk activities, Learn and Play section of Theme 5, Week 1, Day 1, focuses on relationship and emotional connections between caregivers and children. This activity introduces the concept of friendship and offers teaching tips that inform children about being a good friend, while also engaging in one-on-one dialogue with the caregiver. This topic allows the caregiver to delve into children's feelings with questions such as, "How did that make you feel?" when discussing a time they were sad in relation to a previously read story.</p>
	<p>Required 2b) Materials and activities provide guidance for routines that support the health and safety of children.</p>	<p>Yes</p>	<p>Materials and activities provide caregiving routines that support the health and safety of children. The Professional Learning Guide includes guidelines for setting up a safe classroom, considering both physical and social-emotional aspects. The guide recommends that materials be developmentally appropriate and that children be specifically taught to use materials safely. In Theme 4, Week 3, Day 2, children learn about safety habits during Health Circle. The caregiver discusses the ways in which parents take care of children and keep them safe, but explains that children can also do things to keep themselves safe. The caregiver</p>

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			<p>leads children in a discussion about classroom safety rules, guiding them to make the connection between following the rules and staying safe. Children are asked to name other ways to keep themselves safe and role play with puppets to show how to protect themselves in unsafe situations. In Theme 1, week 3, Day 2, children learn the “Scissor Safety Song” that reminds them to hold the point away from their bodies. In the Theme 1, Week 3, Day 1, Snack Time tab, children recall the two snack time routines from previous lessons. Follow-up questions include, "Why do we wash our hands before we eat?" and “What do we do after we eat?" Materials also include teacher guidance for encouraging children to clean up their own spaces, specifically during mealtime.</p>
	<p>Required 2c) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Materials and activities are provided through both caregiver-directed and child-initiated experiences. The instructional framework of the materials supports both caregiver-directed and independent, child-initiated, learning opportunities. Materials recommend child-initiated center play for a substantial part of the day. Caregiver-directed instruction occurs at specific times of the day, such as during Story Time, Literacy Circle, and Math Circle, to accomplish specific objectives. Children answer open-ended questions often</p>

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			<p>during caregiver-directed activities, embedding student-led learning within the activity. Each theme encompasses four weeks and uses two Centergize plans. Centergize offers theme-specific centers, routine-oriented centers, and guidance for updating centers throughout the year. Theme-specific centers provide “hands-on learning,” are tied to skills and strategies, and are caregiver-directed. Choice Centers are available for children at any time and meant for independent and purposeful play. The Centergize plans explain objectives and expected outcomes for each Choice Center. Plans recommend that the first sixty-to-ninety minutes be dedicated to Choice Centers, and thirty minutes should be dedicated to Theme Centers or small group time. For example, in Theme 2: Marvelous Me!, Theme Centers include: Reading and Listening, Sand, Water, and More, STEM, Pretend and Learn, ABC Fun, Creativity Station, Math Fun and Writers Club. The caregiver introduces the centers and explains how each is related to the theme’s focus skills. Materials offer guidance for customizing the Choice Centers, which are consistently available. Customizations include adding a favorite trade book to the Cozy Corner and having students “point out what makes a character special” with a friend or adding a puzzle in the Puzzle Place</p>

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	<p>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 (i.e., does not support practice through the use of worksheets, etc.).</p>	<p>Yes</p>	<p>that depicts a child or person and encouraging children to describe what makes their child or person by using the puzzle special materials.</p> <p>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. Materials and activities are suggested throughout the themes in which caregivers provide interactive engagement and hands-on approaches, as well as child-initiated extension activities that are connected to direct instruction. In Theme 6, children learn about farms and growing food. Children engage with the theme in centers by pretending to be farmers and selling produce in the Dramatic Play center. They also plant seeds and watch them grow at the STEM center. To reinforce letter recognition, children use spoons and tongs to remove alphabet letters from a soup pot. In Theme 8, Week 4, Day 4, children review the weekly question “Where do animals live?” as they listen to the read-aloud of Animals All Around. Then, during Literacy Circle time, the caregiver displays the vocabulary cards, ocean and rainforest. The caregiver prompts children to identify the words by giving hints such as, “This place has a lot of water. Fish live here.” In the Literacy Circle, children</p>

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			<p>shift to reviewing letters Z, H, and V. The caregiver reminds children that they have learned these uppercase and lowercase letters previously and instructs them to sort magnetic letters into groups of uppercase and lowercase letters. During Math Circle time, children practice counting by tearing paper while counting to 19. During the Technology Circle, the caregiver demonstrates how to use an app to access information about animals and their habitats. After the teacher models how to use the app, children navigate the app and answer questions regarding what they learned about the animals. In Theme 9, Week 1, Day 1, Math Circle: Equal Parts, children participate in Math Groups. The caregiver shows children how to separate lengths into smaller, equal pieces by relating the skill to sharing fairly. Children use a piece of play dough to create ropes of different lengths. Then, children are placed in groups of three. The caregiver explains that each child will have the opportunity to make equal pieces for themselves and for each friend in their group. Children take turns dividing their playdough rope into pieces that can be shared equally with all members of the group.</p>
	<p>Required 2e) Materials and activities are included that are culturally responsive and reflective of differences including race,</p>	<p>Yes</p>	<p>Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background,</p>

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	<p>ethnicity, gender, religion, economic background, ability, and family relationship norms.</p> <ul style="list-style-type: none"> • Literature • Posters • Music • Art • Thematic units • Family engagement activities <p>Examples:</p> <ul style="list-style-type: none"> • Teacher materials provide guidance for culturally responsive teaching. • Curriculum builds in times throughout the unit/year for families to share their cultures. 		<p>ability, and family relationship norms. Books and lessons include a variety of cultures and reflect differences in representative characters. For example, in Theme 1, Week 4, Day 4, children learn about different cultures as the caregiver reads My New School. The caregiver and children begin by engaging in pre-reading activities as they examine and describe the illustrations. The caregiver asks, “Why does the girl bow to her teacher?” and later points out that the child’s lunch box is called a “bento box.” The caregiver asks, “What is alike and different about the children’s lunches?” In Theme 2, children learn about families and what makes each person special. On Week 3, Day 3, the caregiver leads children in a discussion about the different activities they do with family members, pointing out similarities and differences. In Week 4, Day 4, Social Studies Circle, the caregiver reminds children that they are all special with different hair, eye, and skin colors. The caregiver then points out that people are similar and different in their culture by showing children the book Schools in Many Cultures, leading children in a discussion about the similarities and differences between themselves and the children in the book. Photographs on vocabulary cards are used daily to depict culturally diverse people in everyday life. In Theme 5,</p>

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			<p>Week 1, Day 1, the vocabulary card for doctor shows an Asian female doctor using a stethoscope on a child. In Theme 2, the vocabulary card for neighbors shows a culturally diverse group of people gathered on a porch. Materials include multicultural books including: The Empanadas That Abuela Made, Thank You, Omu, and Grandma’s Tiny House. Materials include a Family Engagement portal, as well. The Family Engagement portal connects caregivers with children and families of diverse cultures by offering a family letter in English, Spanish, Arabic, Mandarin, Tagalog, and Vietnamese. The portal also gives caregivers access to audio translations of e-books and activities for various cultural holidays.</p>
	<p>Required 2f) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention.</p>	<p>Yes</p>	<p>Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention. Materials provide activities for both indoor and outdoor settings, as well as daily activities and games for small group, whole group, read-aloud, and individual interactions. The Teacher Guide for each theme offers guidance for planning each day. Suggested daily times include: Welcome to Today, Story Time, Literacy Circle, Center Time and Small Group, Math Circle, Snack Time, Circle Time,</p>

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			<p>Outdoor Play, Learn and Play, Rest Time, Centers, and Time to Reflect. Further directions include Flexible Days for which caregivers are advised on times to eliminate and still to address a full Pre-K curriculum. Guidance for each activity is accompanied by the number of minutes to allot for children to complete each activity. Additionally, each unit offers Centergize Theme Centers and a Centergize Choice Centers table. These center activities provide a variety of ideas to incorporate and revisit throughout each theme. Children also engage in individual time with the caregiver. In Theme 9, Week 2, Day 5, during Learn and Play, the caregiver directs children to play a game of ball. The children stand in two rows, facing each other, and throw the ball to the child across from them. If the child catches a ball, he or she runs around the thrower and back to the starting point. Then the opposite row throws the ball and runs. After the activity is complete, the caregiver asks individual children what emotions they are feeling about the Throw, Catch, and Run activity. Children use the SEL cards (happy, sad, and worried) to name emotions. In Theme 7, Week 2, Day 1, the caregiver draws a train track in chalk and guides the children as they line up to form a train and follow the track. In Theme 9, Week 3, Day 3, children play Pass the</p>

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			Sun, in which they pass a ball to represent how the sun tracks across the sky throughout the day.
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Materials and activities optimally support children learning at different developmental stages (e.g., <i>security</i> for infants, <i>exploration</i> for mobile infants, <i>identity</i> for toddlers, <i>language and literacy</i> for preschool).</p>	<p>Yes</p>	<p>Materials and activities optimally support children learning at different developmental stages. The Professional Learning Guide offers caregivers the opportunity to educate themselves about differentiation by providing guidance on their Research into Practice. The Differentiation section includes guidance in Acknowledging Learning Styles and Supporting Development of all children. The Acknowledging Learning Styles section provides information about the varied ways children learn and how to support each learning style. For example, materials explain that caregivers can better support children who are visual learners by utilizing pictures and photographs to help children “grasp abstract concepts” or support auditory learners by “reading stories aloud or use music and songs to reinforce key instructional concepts.” The materials include specific, daily guidance for children that need more support or for those that are already mastering a concept. Differentiated support is labeled based on the needs of the child, such as three year olds who need to engage and extend or those that need extra support. Guidance to Check for</p>

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			<p>Understanding is also included during multiple times of the day to help with building understanding of specific concepts or vocabulary. Each theme provides English Language Development lessons, and themes scaffold the lessons from the weeks. For example, Theme 2, Week 1, Day 1, Literacy Circle is broken down into emerging, developing, expanding, and bridging. Theme 1, Week 1, Day 1, Story Time, Differentiated Support is specific to three year olds. Younger children who need support in understanding the phrase “get together” practice moving stuffed animals close together and then moving them apart. They incorporate feelings by acting happy when the animals are together and sad when the animals are apart. Also during Theme 1, Week 1, Day 1, Literacy Circle, Differentiated Support gives guidance to engage and extend the children’s alphabet knowledge by finding children’s names that start with the same letter. Theme 8, Week 3, Day 3, Differentiated Support engages and extends learning by adding the movements of a caterpillar and butterfly to the poem, “The Tiny Caterpillar.” Also, during Math Circle, Check for Understanding, guidance is given for children that have difficulty understanding the concepts of heavier and lighter by instead using “weighs more” or “weighs less.”</p>

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	<p>Required 3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; play encounters, interactions and routines become increasingly complex).</p>	<p>Yes</p>	<p>Materials and activities present a logical and coherent progression of complexity over time. The Professional Learning Guide houses the year-long Scope and Sequence, which outlines when skills are introduced, reviewed, and practiced throughout the year. Skills include: Social and Emotional Learning, Language and Communication, Emergent Literacy for Reading and Writing, Math, Science, Social Studies, Fine Arts, Physical Development, and Technology Applications. For example, children are introduced to rhyming words in Theme 1. Children review and practice rhyming words in Themes 2, 5, 6, 8, and 9. In Themes 1, 4, 5, 6, 8, and 9, children are introduced, engage in a review, and practice counting up to ten items, demonstrating their understanding that the last count indicates how many items were counted. Theme 1, Week 1, Day 4, Math Circle, children play a game to practice counting to three. As the lessons continue to Theme 5, Week 1, Day 1, Math Small Group, children count and compare groups of up to ten. Then, in Theme 9, Week 2, Day 1, Math Circle, children observe pages in the book <i>Twinkle Twinkle Little Star</i> and count the stars on the pages up to twenty-three. This progression of counting to higher numbers promotes children’s understanding of numbers, ways of representing numbers, and relationships</p>

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			<p>between numbers and quantities, as outlined in the CM1. Centergize Pretend and Play activities also present a logical progression through the themes. For example, in Theme 3, children act out their favorite sunny and rainy day activities; in Theme 5, children pretend they are visiting a grocery store and shopping for family needs. These activities progress from acting out something they normally do, creating a scenario of a real-life event. In Theme 7, Pretend and Play, children pretend to read a map and travel on a school bus, and in Theme 9, children pretend to be astronauts blasting off into outer space; however, in Theme 9, Week 2, scenarios are no longer experience-based but applications of skills learned throughout the year. For example, in the Theme Center: Math Fun, Numeral Hopscotch, children read a phrase with a number word and locate the correct number to match the phrase on a hopscotch grid. Children then determine how many times they should jump on the hopscotch game.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required Applicable to Ages 0-3 4a) Infant and toddler language and literacy development is emphasized through resources and activities that support (where developmentally appropriate):</p> <ul style="list-style-type: none"> Frequent talk and conversations during daily routines (e.g., diapering and transitions); 	<p>Yes</p>	<p>Language and literacy development is emphasized through resources and activities that support regular read-alouds of narrative and informational texts, frequent use of repeated readings, increased phonological awareness, and practice in early stages of writing. Language and Literacy Development</p>

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	<ul style="list-style-type: none"> • 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, that are appropriate for each developmental stage; • Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e., animals, cities, weather) in order 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 and letter knowledge. <p>Applicable to Ages 3-4</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development; • Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding; • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s Early Learning and Development Standards; 		<p>meets Louisiana’s Early Learning and Development standards consistently and frequently throughout each theme. The daily Story Time includes repeated readings of various story genres, including fictional and informational, along with guided comprehension activities that develop understanding of story elements, critical thinking skills, and problem and solution finding abilities. The daily Literacy Circle focuses on alphabet knowledge, which includes letter formation, print concepts, vocabulary, and language skills. As the materials progress through later themes, focused writing instruction becomes part of the Literacy Circle. Theme 2, Week 2, Day 1 begins with the rereading of <i>The Lion and the Mouse</i>, previously read during Week 1, and children are asked to retell the story. The story is repeated on Theme 2, Week 3, Day 1. This time, the caregiver asks questions throughout the reading, prompting children to recall events and support their answers with textual evidence. In Theme 2, Week 2, Day 2, a trade book is used for the read-aloud and reread on Day 3. The caregiver repeats this process for most weeks, introducing a trade book on the second day of a week and repeating on the third. Throughout the Centergize theme centers, such as Theme 7, 6 and 4, children engage in activities in the</p>

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	<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>Writer’s Corner, using materials such as paper, pencils, and markers. Other opportunities for writing practice include Theme 4, Centergize, ABC Center, in which sensory bags encourage children to practice letter formation and name writing. The Theme 4, Week 3, Day 1, Literacy Circle focuses on alphabetic knowledge by introducing the letter Ff/f/. Students practice phonological awareness as they repeat the sound the letter Ff/f/ makes. Caregivers say, “The sound the letter F spells sounds like this: /f/, /f/, /f/. Say it with me: /f/, /f/, /f/.” The caregiver then points at the lowercase f and asks children what sound the letter spells. This process is repeated for uppercase F. Children continue to focus on the letter F f/f/ before reviewing all the letters they have learned at the end of the week.</p>
	<p>Required 4b) Cognitive development and executive functioning is emphasized, where developmentally appropriate, 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); and • Awareness of rules and responsibilities. 	<p>Yes</p>	<p>Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence to solve problems, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. The materials are divided into nine immersive themes, such as Everyday Helpers, On the Go, and Earth, Moon, and Sky. Each theme</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lasts for four weeks and includes daily activities, read-alouds, vocabulary, and core academics, all which correspond to the theme and create a comprehensive study of the topic. Math Circle occurs daily, and Science Circle occurs at least once per week. Circle times follow a three-step process, Engage, Develop, and Practice, to strengthen children’s ability to solve problems. The Engage process focuses on stimulating the children’s interest while activating prior knowledge. The Develop process focuses on integrating new ideas or concepts and progresses throughout the year. The Practice process provides children the opportunity to apply their understanding of new and developing mathematical concepts. For example, in Theme 8, Week 3, Day 1, Math Circle, Engage, the caregiver reviews a previous week’s lesson by reminding students that they held objects to compare weights and further explains that they can compare the weight of objects, even if they cannot hold the objects, to determine which is heavier or lighter. The caregiver then displays and reads Five Little Ducks aloud, pointing out the adult duck and baby duck. The caregiver prompts children to think about how heavy the ducks would be. After reading, the caregiver asks, “Which one do you think is heavier?” and “Which one is lighter?” Next, in the Develop</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>section of the lesson, children observe pictures of human babies and adults. The caregiver asks children to compare the sizes and encourages children to use words like more than or less than. Finally, in the Practice process of the lesson, children sort pictures of babies and grown-ups while the caregiver asks, "Why did we put all of these together?" and then listens for evidence of student understanding. Science Circle activities include guided, hands-on exploration of science practices through purposeful play. For example, in Theme 6, Week 2, Day 3, Science Circle, Engage, students listen to a read-aloud of The Enormous Turnip to gain a better understanding of how vegetables grow and to observe the differing sizes of the turnip. In the Develop portion of the lesson, children review what plants need to grow, including soil, water, and sunlight. The caregiver then holds up an empty pot, places a seed inside, and asks, "If I put the seed here like this, will it have what it needs to grow?" and "What else does my plant need to grow?" Together with the children, the caregiver reviews the planting process and what plants need to grow. In the Practice portion of the lesson, children help the caregiver draw a diagram illustrating the steps for planting a seed outside. The caregiver models steps to elicit correct responses from children. The Marvelous Me theme</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>incorporates math and science concepts through daily activities, such as the Theme 2, Week 1, Day 1, Math Circle, in which children identify similar or different characteristics between each other prior to comparing objects within the classroom. In the Theme 2, Week 1, Day 1, Science Circle, the term living things is discussed as children analyze the characteristics of people. The same theme continues into the read-alouds, with questioning strategies to analyze characters. For example, the caregiver asks children what makes the characters special in <i>The Lion and the Mouse</i>. The Centergize themed centers continue to develop these skills by offering activities which include self-portraits and family stick puppets. In Theme 7, Week 1, Day 5, Math Circle, children seek to understand basic patterns by working in small groups to create and extend ABC patterns using the colors red, yellow, and green to represent a stop light. Children continue to explore patterns during Learn and Play by creating patterns with their bodies, such as children alternating sitting and standing. In Theme 9, Week 1, Day 3, Science Circle, children explore what covers the land by using their five senses to observe sand and soil; they continue to experiment by adding water and answer the question “What happened when the sand and soil got wet?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required Applicable to Ages 3-4 4c) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering 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 • Promote children’s development of perseverance and persistence in solving problems. 	Yes	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to indicators of quality. Math instruction and learning in relation to numbers and relationships between number and quantities make up the majority of the math instruction during Math Circle activities in which children participate throughout the entire year. Children are introduced to pictures or representations and move toward conceptual examples and activities that focus on problem solving and reasoning in mathematical practices, such as: rote counting, counting objects, naming shapes, comparing lengths, and extending patterns. In Theme 6, Week 3, Day 3, Math Circle, children measure the capacity of various containers by counting how many objects are in each container. The caregiver leads the children in problem solving to determine how much each container can hold and to compare the amounts. Children learn mathematical vocabulary, such as: how much, how many, container, amount, and count. On the same day during rest time, children practice counting deep breaths to help their bodies relax and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>rest. In Theme 4, Week 2, Day 5, Math Circle, children count and compare sets of six to ten. The caregiver gives each student six to ten cubes and asks children, “How many cubes do you have?” Children practice counting and answering the question “How many in all?” to build their understanding of numbers and number operations. In Theme 8, Week 1, Day 1, Math Circle, children are introduced to numbers eleven and twelve. To begin, the caregiver reviews rote counting from one to ten in the Engage lesson. The caregiver prompts children to count higher and introduces the number eleven. Children repeat the word eleven multiple times before counting from one to eleven. This process is repeated for the introduction of the number twelve. During the Develop lesson, the caregiver explains that the number twelve is a number children see every day and points out the clock and all the numbers it displays. Children then hold out their arms and pretend they are a clock. In the Practice portion of the lesson, children work with a partner to count together as they take turns being a clock and rotate slightly with every number their partner says, and making a full rotation when their partner finally says twelve. Then, they switch roles and repeat the process. In Theme 9, Week 1, Day 1, Math Center, children draw</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 4d) Social-emotional learning is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Developing healthy relationships and interactions with peers and adults; • Developing a positive self-identify and sense of belonging; • Expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals; • Regulating one’s own emotions and behavior; • Regulating one’s attention, impulses, and behavior; and <p>Indicators consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>Yes</p>	<p>circles in five frames to add. The caregiver draws two yellow circles and one red circle and asks children how many red and yellow circles they see. Then the caregiver asks, “How many circles in all?” and explains that they can add the circles to find the total number. The caregiver demonstrates by counting the red and yellow circles. Children then use a five frame and work in pairs to add differing numbers. One child draws two orange circles while the other child draws two blue circles, and they work together to determine that two circles plus two more circles equals four circles. The process is repeated with differing numbers up to five.</p> <p>Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults; developing a positive self-identify and sense of belonging; expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals; and regulating one’s own emotions and behavior. Materials incorporate social-emotional learning through both independent daily activities and classroom routines. Social-emotional development is specifically addressed each day during the Morning Routine, Reflecting on the Day, and Let’s Talk During Play and Learn. Students use a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>mood meter daily during Meet and Greet to identify their emotions, which provides the opportunity for the caregiver to connect with children who need more support. Each day's Reflect includes a lesson presented as a Social-Emotional Learning discussion card. Theme 8, Week 3, Day 2 invites children to practice making a plan with friends for when they may each want to play something different to develop an understanding of managing healthy peer relationships. In Theme 2, Week 2, Day 5, Play and Learn, Let's Talk, the caregiver draws children's attention to those who are demonstrating respect towards their peers' personal space and belongings. This learning continues during Social-Emotional Learning, as the caregiver displays the Respect vocabulary and demonstrates how to ask others to respect your personal space and belongings by saying, "If someone gets too close to you, you tell them you don't like it when they stand so close to you. If you bump into someone or are too close to them, you say 'excuse me'" helping to build healthy relationships with adults and peers.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) 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; 	<p>Yes</p>	<p>Materials provide a variety of family engagement activities to strengthen children's learning and development. The materials include multiple resources in both print and digital form. The Family Engagement Resource includes a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> • Stories/books; and • Learning extensions to be completed at home. 		<p>printable weekly letter that informs families about what their child will be learning across various areas of academics, as well as suggestions of activities to do at home to support that learning. Caregivers can print volunteer forms to invite family members to participate in the classroom. There is also a digital library for families to access the stories the children are reading in class and various online games that children can play to reinforce and extend classroom learning. Weekly family letters provide the family with a connection to classroom lessons and stories and include ideas to help build on those skills at home. For example, the family letter in Theme 1, Week 2, explains classroom rules and routines, learning focuses for the week, as well as activities to incorporate at home. The letter suggests that families “Brainstorm a list of animals that starts with the letter A and a list of animals that start with the letter S.” The suggested activity aligns to student learning in the classroom, including learning about the letter S, engaging in animal stories and activities, counting, and determining how animals are alike and different. In Theme 7, Week 1, the weekly letter informs families that children will be learning about the letter Q and recommends that children go on a letter hunt in their homes for the letter Q in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			magazines and books. Families can also access the digital book Planes, Trains, and Boats and ask the question “How would you like to travel?”
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>6a) The materials are easy to use and well organized for children and teachers. Teacher 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>Yes</p>	<p>The materials are easy to use and well-organized for children and caregivers. The caregiver editions are concise and easy to manage with clear connections between caregiver resources. Materials provide guidance and support on how to manage transition time within the day. Materials provide both teacher-guided and student-led opportunities for interactive learning, while offering both print and digital materials that are organized by theme, making them easily accessible for implementation. The Teacher’s Guide identifies materials needed for each week of the program and aids with lesson preparation. The daily routine supports children in knowing what to expect as they move throughout the day. Additionally, the online portal for caregiver materials is well-organized and easy to use. Within each resource, there are links to other resources relevant to the information the caregiver is using at the time. Resources for children, such as the digital library and online games, are well-organized and easy for families to access and navigate. Each theme's Weekly Planner provides connections to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>other resources and important information for use throughout the instructional day. Drop down menus and lists for each day are pre-loaded with hyperlinked lessons. Additional information, such as vocabulary, center activities, and materials, are available in a grouped tab. Centers are also hyperlinked in the main table of contents with Centergize. Daily guidance for transitions is provided and relates to the topic of study. For example, in Theme 1, Week 3, Day 2, students transition by stretching and touching their toes while singing a song that reminds them that they can ask for help rather than yell when they need assistance in the classroom. In Theme 7, Week 4, Day 4, the children echo-sing and pretend to be a big truck rumbling down the road. Later in the day, they sing to the tune of BINGO about being a car as they practice spelling the word, car.</p>
	<p>Required 6b) Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p>Yes</p>	<p>Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Suggested activities explore themes and topics of interest to children by involving the world around them and integrating hands-on materials and activities throughout lessons and center plans. The materials are arranged into nine themes regarding topics that appeal to young children,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>such as: space, transportation, animals, and outside. Within the themes, there are visuals to help engage children in vocabulary concepts, songs, and rhymes and create real-life connections to each of the nine themes. The materials include manipulatives specific to the themes, such as puzzles, counters, and a height chart. Caregiver guides list the required materials for each theme. In Theme 3, Week 2, Day 2, Small Group, children review patterns from the previous day. The caregiver reviews the pattern of stripes found on the flag and explains that they will identify other patterns in this lesson. The caregiver then displays a page from Cold, Crunchy, Colorful, points to the striped socks on the page, and asks children what pattern they see. The caregiver explains that this pattern also includes stripes, but that it is different from the alternating colors seen on the flag. Children then search for patterns in the classroom and describe the patterns they find. In Theme 3, Look Outside, children have the opportunity to explore what is happening around them. The Centergize planning table recommends that children explore weather and seasons, as well as light and shadows, throughout the theme. The suggested themed centers provide opportunities for children to pretend, create, and investigate in relation to the theme.</p>

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			<p>Materials are typical of a classroom or easily acquirable, such as printable paper dolls or a cardboard box and flashlight. In the Theme 6, Week 2, Day 1, Math Circle, counters are used to teach children the concept of zero. To begin, in the Engage portion of the lesson, the caregiver reminds children how to “take away from a number.” The caregiver holds up three counters, representing cherries, and sings the “I Have One Cherry” song, while holding up counters and removing counters to correlate with the song. At the end of the song, a child is prompted to identify the number of counters left. In the Develop lesson, the caregiver holds up three counters and repeats the song, but this time calls on a different child. Then, the caregiver holds up counters again and explains that when they take away zero, the same number of counters remains. The caregiver models and reiterates this concept with different numbers. Finally, children complete the Practice routine to act out different scenarios in which they start with up to five food items and a partner takes away zero. Then children count the number left each time.</p>
	<p>Required 6c) Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up</p>	<p>Yes</p>	<p>Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills and require the most action on the part</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child.</p>		<p>of the child. Materials lists included in the weekly planning and in the Centergize for each theme include materials that are appropriate for small children and are open-ended to allow children to manipulate and explore the materials in a variety of ways. For example, the Theme 5, Centergize Theme Centers and Choice Centers, provide a variety of activities including the use of safe and appropriate toys and manipulatives. Puzzles, blocks, attribute blocks, magnetic letters and colored rice are all among the necessary materials. Stick puppets are also suggested with provided patterns related to the story, and the activity follows up with children using the puppets to reenact the story. Within sand play, rocks, leaves, shells, and a water bottle are new materials added for children to model a community helper construction site. Activities all require the most action from the child and the majority are open-ended. Theme 8, Centergize Theme Centers and Choice Centers also provide a variety of activities. The theme is “Animals All Around” and focuses on animals and bugs; however, children create the butterfly life cycle out of clay, create animal shelters in sand play, do animal puzzles, use puppets to share their favorite animal, and use stuffed animals to show how to care for animals. They also practice writing their</p>

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	<p>Required 6d) Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	Yes	<p>name, use alphabet cards to write other letters, and measure classroom objects with a balance scale. Children are given opportunities related to the theme to practice skills and expected to do the most action.</p> <p>Materials are available in appropriate formats and a variety of formats. The materials include digital and print copies of theme literature as well as big books. Audio versions of books are available for the Listening center. The materials also include specific charts, picture cards, songs, and videos. The Program Components guide lists that each theme kit contains trade books, big and little books, 5x5 cards, and Talk More About It cards. Alphabet cards, Social Emotional Learning cards, and picture cards are also listed in the caregiver Toolkit. The materials are accessible through the resources page of the website. Music is available under “songs” on the dashboard table of contents. They can then be found by theme and week to be played as needed.</p>
<p>7. ASSESSMENT</p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 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, work samples and family perspectives).</p>	Yes	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Assessment is embedded into the materials using the thematic lessons to observe children and include periodic assessment periods during the year. The materials include</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>an Assessment Guide which provides information and assistance for assessments through observations, screenings, progress monitoring, and portfolios. There is also information regarding self-reflection of children and caregivers. SCOUT, a digital tool for entering and analyzing observational assessments, is included with the materials. Caregivers can enter notes, photos, or videos for specific goals into the tool, and SCOUT helps track and generate reports based on those observations. There are also checklists for weekly observations. In addition to observational assessments, there are beginning-of-the-year and end-of-the-year assessments and progress monitoring assessments that occur at Week 12 and 24. There are also portfolio pages to help collect, track, and monitor progress over time for emergent reading, emergent writing, and mathematics.</p>
	<p>Required 7b) Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule.</p>	<p>Yes</p>	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule. The Assessment Guide offers caregivers guidance for observing, screening, monitoring, and reflecting. Observational tools include: SCOUT, Observational Checklists, ELL</p>

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			<p>Observational Checklists, Additional Observational Forms, and a Learning Outcomes Progress Report. Screening and Progress Monitoring Assessments include: Screening Assessments, Progress Monitoring Assessment 1 and 2, End-of-Year Assessment, and Assessment Visuals. The guide also includes a section dedicated to child portfolios as well as a section for child and caregiver reflection and self-evaluation. The SCOUT observational tool includes weekly checklists for observation and documentation that are aligned with the materials. Each activity includes a set of Learning Outcomes for the lesson. At the end of each day, children reflect on the day which gives the caregiver an opportunity to assess their understanding and adapt lessons and reteach if necessary. Observational checklists, as well as anecdotal forms, are used to observe children and monitor their progress regularly. For example, the Observational Checklist for Theme 5, Week 1, connects to Small Group lessons of the Daily Schedule. During the activity, children count picture cards and identify that the last number is how many they have. The checklist shows the ability to complete this task as the first math item to be checked off as students have mastered the skill. The activity then breaks down into leveled continuation which could be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chosen based on previous assessment in leveled small groups. In Theme 9, Week 3, Day 4, Science Circle, the caregiver leads a discussion about the phases of the moon and how the moon looks different in the sky. The learning outcomes include identifying and observing objects in the sky and describing what happens during changes in the sky. Observations and anecdotal note taking during this activity can also be entered in SCOUT.</p>
	<p>Required 7c) Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.</p>	<p>Yes</p>	<p>Assessment occurs frequently to assure that current knowledge of each child’s development is accurate. The Assessment Guide provides guidance for the frequency of student assessments. Caregivers can informally assess children daily, weekly, or periodically throughout the year with Progress Monitoring Assessments. To begin, the caregiver assesses children to form a “baseline for where children are at the beginning of the year” and then tracks each child’s progress throughout the year. Ongoing progress monitoring is built into the materials and is conducted using a variety of tools. The Observations Tools are weekly checklists used to collect data on a child’s development and mastery of skills. The Screen Assessment is a direct, one-on-one assessment given at the beginning of the year. Progress Monitoring Assessments are one-on-one assessments that target “key emergent</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>literacy and mathematics skills.”</p> <p>Portfolios are used to collect, organize, and track a child’s progress over the course of the year. Additionally, the child and caregiver engage in a Child and Teach Reflection and Self-Evaluation in which children actively participate in their learning as they reflect and evaluate themselves, while the caregiver uses the data to reflect upon their own practices. Observational and anecdotal assessments occur daily using checklists and SCOUT. More formal assessments occur four times throughout the year: the beginning of the year, week twelve, week twenty-four, and the end of the year. A custom learning outcomes progress report is used to document the dates that a child was observed achieving specific objectives. The beginning of the year screening assessment is administered to all children at the start of the year and uses visuals, manipulatives, and verbal prompts to assess the student’s starting knowledge. It includes literacy and mathematical assessments, and each objective is scored as emerging, developing, or proficient. Based on the child’s score, the caregiver uses the core materials or adjusts the materials according to the student’s proficiency. The caregiver uses the support notes in the Caregiver’s Guide for those children who are emerging and the Engage and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Extend notes for those children who are proficient. The progress monitoring at weeks twelve and twenty-four and the end-of-the-year assessment operate in the same way as the beginning-of-the-year screening, but the objectives increase in difficulty to reflect the knowledge that the children should have gained. For example, the beginning-of-the-year screening deems a child's counting abilities to be proficient if they can count to ten, but by the end of the year, the child must count to at least thirty-one to achieve proficiency.
<p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials and 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>Required</p> <p>8a) Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with disabilities, etc.). Examples may include:</p> <ul style="list-style-type: none"> • Supportive language; • Movements or non-verbal cues; and • Open-ended questions that prompt children to expand complex thinking or exploration. 	<p>Yes</p>	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. The Professional Learning Guide includes notes for each activity that provide suggestions for differentiating the lessons to accommodate a child's educational needs, including English Learners and Extending and Engaging learners, who have already mastered a skill. Weekly family letters are provided in English, Spanish, Mandarin, Vietnamese, Arabic, and Tagalog. This demonstrates the support of dual language learners and the inclusion of their family in the learning process. Guidance and resources for distance learning are also available. Differentiated Support and embedded Checks for Understanding are provided to meet the instructional</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>needs of children while also accommodating different learning styles. The guidance supports caregivers to engage and extend, provide access for English Learners, or modify an activity for three year olds. In Theme 4, Week 2, Day 1, Differentiated Support offers extra support for children struggling with repetitive text. Caregivers are directed to say the rhyme and prompt the children to echo the rhyme several times before rereading the page. Further guidance states that, "If verbal communication is difficult, allow children to act out repetitive text." In Theme 2, Week 1, Day 5, Story Time, the English Learners support guides caregivers to use the pictures in the book, I Just Like You, to accommodate children by allowing them to point or use single words to discuss things that friends do. During centers, specific guidance directs caregivers to engage English Learners in activities to develop vocabulary concepts, such as using the word sort for cleaning up materials. During Let's Move, the caregiver's note for engaging and extending children who are ready for more challenging movement activities suggests to challenge children to create their own obstacle course and provide materials and guidance as needed while they complete that task.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8b) Activities are flexible and allow for adjustments according to children’s needs and interests.</p>	<p>Yes</p>	<p>Activities are flexible and allow for adjustments according to children’s needs and interests. The Centergize Theme Centers offer opportunities for caregivers to customize center play based on theme and child interest. Sixteen Theme Centers and Choice Centers are provided, allowing caregivers to customize the lessons by selecting centers that meet the needs of the classroom. Guidance for Classroom Environment - Setting Up Your Room explains that caregivers should provide instructional materials that bring “wonder and delight to young children” by providing materials that are challenging, of child interest, and can be scaffolded to meet the needs of all children. Further direction explains that materials are to be rotated both in and out of the centers to expand children’s learning and maintain engagement and interest. The instructional framework includes Flexible Grouping Options for Math and Literacy Small Group sessions. The materials provide guidance for the supportive and differentiated instruction of previously taught skills and concepts. For example, the Math Small Group begins with a targeted activity to reinforce previously developed skills and concepts. Caregivers are then guided to “vary instruction and keep children engaged and focused by using manipulatives, classroom objects, books,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and Vocabulary, Picture, and Alphabet, and Numeral Cards.” The digital platform includes a Create Content Section where caregivers can upload files and links and create playlists to organize, assign, and utilize for customized instruction. In addition, the platform includes editable weekly planning charts for caregivers to customize lesson plans based on classroom needs. The Routines - Following Instructional Guidelines section of the materials provides guidance for daily activities and instructions for caregivers to support children during those activities. While Story Time, Circle Time, and Integrated Technology routines are structured for explicit instruction, outdoor play, rest, and snack times are less-structured, allowing children the opportunity to regulate their own behaviors while completing activities of their own individual interest. Materials offer guidance for child interest in the Collecting Parent Stories section. Guidance explains that caregivers treat parents as experts by allowing them the opportunity to provide insight for the “challenges, characteristics, and interests of their own children.” Furthermore, the materials offer flexibility by allowing children the opportunity to make instructional choices. For example, in Theme 6, Week</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			3, Day 2, Science Circle, children are given the choice to hear the Big Book or the trade book read-aloud of We Eat Food That’s Fresh! In Theme 8, Week 4, Day 1, Learn and Play, children name their favorite book and reenact their favorite moments from the story. Then, the caregiver displays several books from the Animals All Around Theme, and children vote for the book they want read aloud during Let’s Read time.
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiables	1. Content Within the Parameters of the Standards	Yes	A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on responsive caregiving, relationships and emotional connection. Materials and activities provide caregiving routines that support the health and safety of children. Materials and activities are provided through both caregiver-directed and child-initiated experiences. Materials and activities allow substantial

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Included materials and activities are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.</p>
	3. Complexity of Curriculum Materials & Activities	Yes	<p>Materials and activities optimally support children learning at different developmental stages. Materials and activities optimally support children learning at different developmental stages.</p>
	4. Quality of Curriculum Materials & Activities	Yes	<p>Language and literacy development is emphasized through resources and activities that support regular read-alouds of narrative and informational texts, frequent use of repeated readings, phonological awareness, and early stages of writing. Cognitive development and executive functioning is emphasized where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence to solve problems, curiosity</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and exploration, creative thinking, and awareness of rules and responsibilities. Math materials and activities devote a large majority of time to the development of understanding numbers, number representation, and relationships between numbers and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to indicators of quality. Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing positive self-identity and sense of belonging, expressing feelings and beliefs leading to successful making decisions, accomplishing tasks, and meeting goals, and regulating one’s own emotions and behavior.</p>
	5. Activities/Materials Supporting Family Participation	Yes	Materials provide a variety of family engagement activities to strengthen children’s learning and development.
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	Yes	<p>The materials are easy to use and well-organized for children and caregivers. Caregiver editions are concise and easy to manage with clear connections between caregiver resources. Materials provide guidance and support on how to manage transition time within the day. Materials suggest activities that appeal to children’s interests in order to deepen motivation, enjoyment, and learning. Activities include a variety of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			uses for safe and appropriate toys and manipulatives that help children practice and develop new skills while requiring most of the action on the part of the child. Materials are available in a variety of appropriate formats.
	7. Assessment	Yes	Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule. Assessment occurs frequently to assure that current knowledge of each child's development is accurate.
	8. Scaffolding and Support	Yes	Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Activities are flexible and allow for adjustments according to children's needs and interests.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in ECE and grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.