LOUISIANA DEPARTMENT OF EDUCATION

Office of Teaching and Learning

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: **The Creative Curriculum for Toddlers**

Age Level: **12-24 months**

Publisher: **Teaching Strategies, LLC**

Copyright: **2024**

Curriculum Type: **Integrated**[2]

Overall Rating: **Tier 1, Exemplifies 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)	
2. Appropriateness of Curriculum Materials and Activities (Non-Negotiable)	
3. Quality of Curriculum Materials and Activities (Non-Negotiable)	
4. Activities/Materials Supporting Family Engagement (Non-Negotiable)	
5. Implementation Format of Materials and Activities	
6. Assessment and Support for All Children	

[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).

Scoring Guidance

Section I: Non-Negotiable Criteria

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

- 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.

Section II: Additional Criteria of Superior Quality

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.

Final Evaluation

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.

SECTION I: NON-NEGOTIABLE CRITERIA

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.

Non-Negotiable 1 ☒ Yes ☐ No

CONTENT AND COMPLEXITY WITHIN THE PARAMETERS OF THE STANDARDS

Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards (ELDS).

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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): • Approaches to Learning; • Cognitive Development and General Knowledge which includes: ○ Mathematics,	**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 (ELDS) while fostering integration of development across domains. The materials provide a collection of lessons that address each of the domains within the ELDS, including the following: Approaches to Learning (AL); Cognitive Development and General Knowledge Mathematics (CM), Science (CS), Social Studies (CSS), and Creative Arts (CCA); Language Development (LD) and Early Literacy Development (EL); Physical Development (PD); and Interpersonal Skills (IS). The materials include objectives for children's development and learning, supported by Teaching Guides that support teachers in intentionally structuring the environment, establishing consistent routines, and creating meaningful opportunities for children to interact with others. Through developmentally appropriate activities, responsive interactions, and differentiated supports, the materials provide all children with opportunities to develop cognitive, language, interpersonal, and self-regulation skills and reach their full potential within a safe, supportive environment that builds positive relationships with adults and peers. The materials utilize Skill Development Cards for engaging in individual interactions across the domains. The cards include the following categories: Cognitive (C), Interpersonal Skills (IS), Language (L), Literacy (LT) , Mathematics (M), Physical (P). For example, during Literacy Skill Development Card, LT03.4, Fish and Friend, children demonstrate interest in familiar rhymes and songs and say or repeat rhymes. The teacher and children face each other on the floor to recite the rhyme. Each line of the rhyme includes hand movements to demonstrate the meaning. Rhyming words in the sentences of the rhyme include sea and me, slow and

○ Science, ○ Social Studies, and ○ Creative Arts ● Language and Early Literacy Development; ● Physical Development; and Interpersonal Skills.		go, and okay and day. The teacher encourages children to say the rhyme together and engage in the hand movements. This music and movement literacy skill development activity can be utilized repeatedly to increase familiarity and engagement (ELDS EL 1.1.1, EL 1.1.2). Cognitive Skill Development Card, C33.1, Clean Sweep, addresses the AL: Initiative and Curiosity domain. Children have opportunities to attempt to help with simple tasks and activities and demonstrate increasing interest and independence in completing simple tasks. After mealtimes or eating, the teacher draws children's attention to crumbs that fall to the floor. The teacher offers children a child-sized broom or hand brush with a small dustpan to help sweep up the crumbs. The teacher models and uses the adult broom while engaging in self-talk, speaking about how to sweep all the crumbs together into a pile, use the dustpan, and throw them into the trash can (ELDS AL 1.3.1). Additionally, Cognitive Skill Development Card, C33.2, Wipe It Up! supports this standard while also accomplishing a similar task, cleaning the table after eating or mealtime. The adult models, uses self-talk, and encourages the children as they help wipe the table with a damp cloth. In both activities, the children's effort to complete the task is acknowledged, and the teacher thanks them for their help afterward (ELDS AL 1.3.1; AL 1.3.2). The Physical Skill Development Card, P49.1, Tightrope Walking, engages children in using large muscle movements in a variety of ways. Children practice and increase control, balance, coordination, and spatial awareness as they walk along a taped line while controlling their bodies and navigating the space around other children (ELDS PD 1.1.2, PD 1.2.1, PD 1.2.2). The Physical Development Card, P36.1, Push Around, also addresses these standards. Children strengthen large-motor control as they walk while pushing a toy, requiring them to coordinate their movements and maintain balance. Together, these experiences provide varied opportunities for children to develop and demonstrate increasing control, coordination, balance, and spatial awareness through active, play-based experiences.
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).	**Yes**	Materials and activities present a logical and coherent progression of complexity over time. The three Teaching Guides and the foundational Skill Development Cards, organized by the learning domains, present a logical sequence from less complex skills to more complex skills. For example, activities addressing shapes and attributes follow a logical progression of mathematical understanding. In Mathematics Skills Development Card, M04.1, Shape Blocks, children explore shapes as the teacher describes the blocks and draws attention to the blocks' similarities and differences. This early experience builds children's awareness of shape characteristics and attributes through exploration (ELDS CM 4.1.0). Learning advances in M20.1, Shape Puzzle, as children place puzzle pieces into matching openings. With support, children explore how puzzle pieces fit together into the corresponding opening. In M26.1,

		Exploring Shape Puzzles, children independently complete a large shape puzzle (ELDS CM4.1.1, CM 4.5.1). Similarly, the Literacy Skill Development Cards follow a logical and coherent progression. For example, during the Literacy Skill Development Card, LT01.3, Take a Look! the teacher sits with one child and a collection of books. The teacher reads the book with the child and turns the pages in the book. As the teacher reads the book, the teacher sings, "As we read, we'll turn each page." The teacher allows the child to grasp the book to attempt to help turn the pages. During LT14.1, Our Favorite Books, the teacher displays a collection of familiar books the children enjoy reading. The teacher invites children to look at the books and choose which book they want to read. The teacher encourages each child to name the book they would like to look at with support from the teacher. The child holds the book they chose themselves and pretends to read, turning the pages independently. The teacher monitors to ensure the child turns one page at a time (ELDS EL 2.3.1, EL 2.3.2, EL 2.4.2). The materials follow a logical progression within the PD domain as well. For example, in Teaching Guide 1, Month 3, Week 1, Playing with Toys, the teacher begins by gathering a collection of balls of different sizes, exploring the balls with the children, and modeling how to use balls in different ways. The teacher also uses the words big and small to describe the balls to the children (ELDS PD 1.3.1). In Month 4, Week 1, Playing with Toys, children explore the balls independently; the teacher observes how the child interacts with the balls and builds off of what the child does. For example, if the child rolls the ball, the teacher rolls the ball back to them (ELDS PD 1.3.2).
Required **1c)** Materials spend minimal time on content outside of Louisiana's ELDS.	**Yes**	Materials spend minimal time on content outside of Louisiana's ELDS. Material components align with the Louisiana ELDS. The materials connect developmental standards with objectives, daily routines and experiences, intentional teaching, and ongoing assessment. Guidance supports teachers in identifying each child's developmental level and providing appropriate experiences and scaffolds to support continued progress. The Curriculum Resources provide teachers with activities, strategies, and experiences that connect developmental objectives to daily instruction and interactions, supporting implementation of the ELDS across developmental domains. For example, the Skill Development Cards identify primary and related objectives connected to the standards and provide clear instructional routines. Within the Skill Development Cards, the Questions to Guide Observations support teachers in determining whether children are mastering targeted skills, while additional guidance provides extensions and scaffolds to adjust instruction based on individual developmental needs. For example, Physical Skill Development Card, P51.1, Dough Dig, children use their hands to find small plastic animals hidden in molding dough. Children are encouraged to dig out the plastic animals from the dough by pinching, poking, squeezing, or reshaping the molding dough. Afterward, the teacher discusses

		with the children the animals they found. They repeat the activity with different kinds of treasures on different days to develop control and coordination of their hands and fingers. Guidance prompts the teacher to observe how the child uses their hands while playing and exploring the molding dough (ELDS PD 2.1.1, PD 2.1.2). In Mathematics Skill Development Card, M33.2, Nature, Short and Tall, the teacher and children walk outdoors to explore different objects of different sizes and use measurable attributes to compare them. Throughout the walk, the teacher and children point out items that differ greatly in size. For example, they point out short and tall trees, bushes, and sticks. The teacher asks students to determine which is taller or shorter, allowing the children to identify and compare the objects (ELDS CM 3.2.1, CM 3.2.2, CS 1.3.1).

Non-Negotiable 2 ☒ Yes ☐ No

APPROPRIATENESS OF CURRICULUM MATERIALS AND ACTIVITIES

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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.	**Yes**	Materials and activities focus on responsive caregiving, building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. The materials provide strategies for building positive relationships in daily routines, provide opportunities for role play to express one's own feelings, participate in routines and positive behaviors, and moderate one's own behavior. The activities encourage relationship building, conflict resolution, inclusiveness, and positive interactions with peers and familiar adults while learning. For example, Cognitive Development Skill Card C44.1, How to Help, encourages positive relationships. Children develop their ability to understand that if they start to feel frustrated, they can ask for help from an adult to perform tasks, instead of getting to the point of frustration. The teacher actively monitors when children seem to need help or get stuck while performing tasks. When observed, the teacher reminds the child that he or she is there to help them. The teacher explicitly teaches the child to say, "I need help." The teacher provides support to allow the child to complete the tasks for themselves. For example, if their shoe is stuck, the teacher holds part of the shoe and allows the child to put it on themselves. The teacher continues to monitor them throughout their day. If children get frustrated, their feelings are validated, when possible, and the teacher prompts them to ask for help or take a break and retry the task later (ELDS IS 1.3.1, IS 1.3.2). In Language Skill Development Card, L25.1, Early Conversations, guidance encourages teachers to model effective communication and

		provide frequent opportunities for children to engage in back-and-forth interactions with adults and peers. This responsive interaction supports both Language development and connection with others (ELDS LD 3.1.1, IS 1.2.1, IS 1.2.2). In Interpersonal Skill Development Card, IS23.1, Showing Affection, teachers help children recognize their own feelings while acknowledging the feelings of others. Through consistent modeling, responsive caregiving, and adult guidance, children develop self-awareness and foundational self-regulation skills (ELDS IS 4.1.1, IS 4.1.2, IS 4.3.1). In Teaching Guide 2, Month 8, Week 4, Imitating and Pretending fosters positive interactions. The teacher invites a child to join them in organizing the pretend dress-up clothing area. The teacher shows the child each item and asks them to find a similar one, such as a hat. As they work together, the teacher uses the language please and thank you. The teacher encourages the child to also use this language. Once the area is organized, the teacher celebrates the child's efforts by singing the thank you song to the child to the tune of "Row, Row, Row Your Boat" (ELDS IS 1.5.2).
Required - *Integrated Curriculum Only* 2b) Materials and activities provide guidance for routines that support the **health and safety** of children.	**Yes**	Materials and activities provide guidance for routines that support the health and safety of children. The materials provide opportunities for structured and unstructured games and activities. Routines help children demonstrate healthy behaviors, rule following, and safety practices, and create a safe environment with healthy routines and habits. The materials provide embedded modeling and repeated practice with health and safety skills within everyday experiences. The teacher models appropriate behaviors, provides guidance, and supports children as they gradually develop greater awareness and independence. Guidance reminds the teacher to review the environment and make sure the setting is safe. For example, Cognitive Skills Development Card C43.1, How Can We Get That? allows children to learn to use appropriate tools to retrieve objects in a safe way. A collection of balls, child-sized brooms, or other long sticks is used in the activity. First, the teacher sits with the child to explore the balls and rolls one ball out of reach under another object, such as a shelf in the room. The teacher utilizes self-talk, expressing what happened and wondering how to get the ball. The teacher continues to describe thoughts and actions when trying to retrieve the ball using arms and then the broom. Afterward, continuing to roll the balls under objects, the teacher encourages the child to get the ball in safe ways (ELDS PD 3.3.2). During Physical Skill Development Card, P35.1, Maintaining a Safe Environment, guidance reminds the teacher to continually assess the environment for safety as children become more mobile. Teachers observe how children move around the room, whether they climb onto furniture, and how the child maintains their balance while climbing. During Interpersonal Skill Development Card, IS26.1, Climbing Opportunities, the teacher provides children with various opportunities to climb on items such as child-sized stepping stools to reach objects, allowing children to

		develop gross motor skills while learning to safely navigate their environment (ELDS PD 3.1.2). The materials also build healthy habits related to caring for themselves and their environment. Interpersonal Skill Development Card, IS35.1, Classroom Tasks: children participate in jobs such as wiping tables and cleaning up after activities, with the teacher observing how children sustain interest and complete the task. Also in Interpersonal Skill Development Card, IS33.1, Shoes and Socks, children practice following directions and taking off and putting on their own shoes and socks, supporting increasing independence with self-care routines (ELDS IS 4.5.1, IS 4.5.2).
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).	**Yes**	Materials and activities provide both teacher-directed and child-initiated experiences. The teacher models and explicitly teaches new skills, then provides children with opportunities to practice those skills through guided and increasingly independent experiences. The teacher reinforces skills across routines, play, and interactions, allowing children to apply and transfer their learning to different settings and experiences throughout the day. For example, Physical Skill Development Card P42.1, Arm Up! children participate in an outdoor ball activity with the teacher. The teacher provides direct instruction by modeling, "ball to ear," before throwing the ball forward; the child then practices the skill during the activity. In P45.2, Scribble Together, the teacher models how to make marks on paper before providing the child with a writing utensil and paper to independently explore scribbling. Observation questions guide the teacher to consider how the child holds the utensil and whether the child is able to make marks on the paper. In P41.1, Observing Maximum Effort, children explore larger objects and determine how to move them within their environment. The teacher observes and documents how children explore the objects, maintain balance, and attempt to lift and carry them. In Teaching Guide 2, Month 7, Week 1, Stories and Books, the teacher introduces the book *How Loud is a Lion?* and points to the title and lion on the cover. The class engages in a picture walk, with a short description of the picture on each page. Additional cloth books are offered to the children; each child observes and chooses a book independently to hold and turn the pages. The teacher takes a picture walk with each child using the book they chose, encouraging and celebrating the child turning the pages. Teaching Guide 3, Month 12, Week 1, Tasting and Preparing Food promotes independence and healthy choices. The teacher invites a child to assist the teacher in preparing a snack for the class. The teacher monitors and assists as they wash their hands. The teacher gives the child a small bowl of sliced apples and a pair of tongs. The teacher models how to place apple slices on plates with the tongs. Then, the child completes this task themselves, with help or redirection if needed.
Required	**Yes**	Materials and activities allow substantial opportunities for frequent practice of skills

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.).		using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. Throughout the day, children have opportunities to engage with peers and teachers while exploring the environment of their classroom. The children have frequent opportunities for kinesthetic activities, interactive engagement, puzzles and dramatic game play, investigations, and physical movement that connect to their daily routines and interests. In designated play areas, the teacher provides children with opportunities for responsibility and leading their own learning experience. The teacher displays flexibility and follows children's ideas, elicits children's prior knowledge, and elaborates on children's responses. For example, during Mathematics Skill Development Card, M10.2, Stepping on Shapes, the teacher draws simple shapes on the sidewalk with chalk, such as a triangle, circle, square, and star. The teacher models stepping on the shapes and draws the child's attention by saying an exclamatory sentence beginning with "Look!" and ending with what shape is being stepped on. Next, the teacher encourages the children to step on different shapes. When the child steps on a shape, the teacher says the child's name in a sentence and describes the shape that they stepped on. Teaching Guide 3, Month 9, Week 2, Music and Movement provides child-led opportunities through a hands-on approach connected to daily learning. The teacher plays lively music, and the teacher offers children shakers and rattles to choose from. The teacher models how to shake the instruments and dance to the music. The teacher offers different props as a choice for the children, such as bean bags, scarves, or bells. The teacher observes how the children explore the instruments and whether they attempt to imitate the modeled actions. Through this activity, children develop body movement coordination by grasping the objects while moving their bodies to the music. During Cognitive Skills Development Card C43.2, Rake It To Me! children use a rake to reach objects that are out of reach. The teacher models how the rake can be used and provides verbal cues, then encourages the child to imitate the action and independently explore how objects can be moved closer. During C35.2, Sand Bottles, children manipulate bottles filled with sand and problem-solve as they attempt to empty them. Children attempt to empty the water bottles of all the sand by experimenting with different actions and observing the results of their choices.
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	**Yes**	Materials and activities provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. The Curriculum Guide connects daily routines and experiences to a responsive teaching model grounded in building relationships with children. Skill Development Cards further support children in understanding themselves as individuals and as members of a family and community. Various embedded strategies,

individuals and as members of a family and community.		appropriate suggestions, and materials support children's various developmental needs. For example, in Teaching Guide 3, Month 12, Week 2, Discovery, teachers and children look at photos of recent classroom events. The teacher encourages the children to name familiar people by identifying themselves and others in the classroom. This activity supports children's awareness of themselves as individuals and members of their classroom community. Language Skills Development Card, L28.2, Who Is at School? builds children's vocabulary and fosters development of the concept of names of familiar people within the school community. The teacher sings a person's name that they came to school and hoorays to start the day in the song, "Who Is at School?" The teacher prompts the children to look for the person who was named in the song. They repeat the activity with every child's name.
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.	**Yes**	Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention. The Teaching Guides include opportunities for both indoor and outdoor exploration, while the Skill Development Cards provide activities that can be implemented across indoor and outdoor settings, interest areas, cooperative play, and individual interactions. For example, the Physical Skill Development Cards encourage teachers to use both indoor and outdoor environments for meaningful learning experiences. During P47.1, Ball Line-Up, children build on prior learning by kicking a series of balls, requiring them to move, balance, and apply previously learned skills through active play outdoors. During P43.1, Pouring Sand or Water, children explore transferring materials between containers while the teacher observes and responds to how each child engages with the materials. Depending on the weather, guidance instructs teachers to invite the children to explore sand or water outdoors to provide children with the opportunity to include leaves or sticks in their play. In Teaching Guide 1, Month 2, Week 4, Stories and Books provide individualized interaction to children. The teacher positions one child on their lap, holding the book, *Secret Seahorse*. As the teacher reads the book and describes the sea creatures, the teacher invites the children to point to the sea creatures they see. At a later time, they read the book *Secret Seahorse* again. This time, the child stands or lies on their tummy as different colors are looked for. The teacher names each color clearly and invites the child to name the color too. In Interpersonal Skills Development Card, IS37.2, Making a Cake, children have opportunities to interact with peers, learn turn-taking and cooperation, along with safe handling of sand and water, and following directions to complete a task. The teacher invites children to the sand and water table with the teacher to make a special cake. The teacher clearly communicates that it is a pretend cake and not to be eaten. Children take turns adding an ingredient to the cake with the sand, first mixing the ingredients and then building the cake. Children use the sand, water, and

		other materials in the areas as they interact together to make the cake. The teacher supervises closely to ensure appropriate conflict resolution statements are used, if needed, and that everyone gets a turn.

Non-Negotiable 3. ☒ Yes ☐ No

QUALITY OF CURRICULUM MATERIALS AND ACTIVITIES

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
Applicable to Ages 0-3 **Required - *Integrated Curriculum Only and Language and Literacy Curriculum*** **3a)** Infant and toddler **language and early literacy development** is emphasized through resources and activities that support (where age-appropriate): • 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	**Yes**	Toddler language and early literacy development is emphasized through resources and activities that support frequent talk and conversations during daily routines; 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 of texts related to a theme or topic to accelerate background knowledge and vocabulary development; pre-writing skills, and print awareness. The materials include three Teaching Guides with twelve themed learning units, including a multitude of activities. These materials expose children to literacy-building activities such as read-alouds and hands-on opportunities supporting literacy development. The Read-Alouds connect to the theme's topic and build vocabulary and content knowledge. The activities and text selections include a variety of genres. Activities extend the learning from the text and deepen understanding. The materials emphasize early literacy development through frequent talk and conversation embedded within daily routines and interactions. The Curriculum Guide supports teachers in building relationships with children and families while identifying natural opportunities for language development. Skill Development Cards across multiple developmental areas further reinforce language through interactions, modeling, conversation, and responsive communication. For example, Language Skills Development Card, L47.1, Words During Play, teachers use simple prompts to encourage children to use their own words during play, with children often extending the dialogue independently with toys or others (ELDS LD 3.1.1, LD 3.2.1). The materials support emergent writing by providing repeated opportunities for children to explore writing tools and begin communicating through marks and drawings. In Physical Skill Development Card, P30.1, Holding Crayons, children explore what happens when they press a crayon onto paper while the teacher scaffolds how to hold and use the writing tool when

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).		needed. P40.1, You Made Marks! Further extends this skill as children use writing utensils to draw and scribble during play, with teachers encouraging and responding to their efforts (ELDS EL 5.2.1, EL 5.1.2). In Teaching Guide 3, Month 10, Week 1, Stories and Books foster language building and early literacy development such as concepts of print. The teacher sits close to the children, reads the book title, *I Like the Rain*, and points to the rain on the cover. The teacher and children engage in a picture walk through pages of the book. On each page, the teacher pauses to describe what is happening on the page and points to the illustrations. As the book is read, the teacher names colors on the pages, and children find colors that match their clothing or area near them (ELDS EL 2.2.2). In Literacy Skills Development Card, LT04.3, Cozy Reading Corner, children engage with books and listen as the teacher reads books to them. The Cozy Reading Corner is first set up in the classroom with a variety of board books and inviting items, such as pillows, blankets, and soft stuffed animals. The teacher invites children to go to the Cozy Reading Corner and select books from the collection. After the child picks the book, the teacher communicates how much they like that book and offers to read the book with the child in that area (ELDS EL 2.4.2).

Required - *Integrated Curriculum Only*
3b) Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support the following:
● Understanding of basic concepts outlined in the "Cognitive Development and General Knowledge" domain of the Standards:
  ○ Mathematics
  ○ Science
  ○ Social Studies
  ○ Creative Arts;
● Development of scientific inquiry (e.g., observe, ask questions, predict, make comparisons, conduct scientific
	Yes	Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards; development of scientific inquiry; perseverance and persistence to solve problems; curiosity and exploration; creative thinking; and awareness of rules and responsibilities. The lessons in the materials provide children with opportunities to develop skills required to plan, focus attention, remember instructions, and complete multi-step instructions. The materials emphasize cognitive development and executive functioning through age-appropriate opportunities to explore, problem-solve, and develop an understanding of basic concepts. In Cognitive Skill Development Card, C52.1, Let's Dress Up! children develop creative thinking as they engage in role play, familiar behaviors, and dramatic play that expands beyond personal experiences. First, the teacher displays a collection of dress-up clothes for the children, such as hats, smocks, sunglasses, or stretchy clothing. The teacher guides children to explore the items, including noticing the textures, practicing using the zippers, snaps, and other closures, naming the items, and talking about how they are worn. Next, the teacher prompts children to put on any of the clothing they are interested in, with support as needed. Then, they engage in dramatic play using the chosen items. The teacher provides support as needed but gives the children space to explore and pretend using the play clothes (ELDS CCA 3.1.1, CCA 3.1.2). In Teaching Guide 3, Month 9, Week 1, Outdoors, the teacher gathers different types of

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.		leaves and pine needles. The children explore the leaves as the teacher describes the differences and leads the children to gather more leaves of various types, observing what they hear and notice (ELDS CS 1.1.1).
Applicable to Ages 3-5 **Required - *Integrated Curriculum and Math Curriculum Only*** **3c) Math materials and activities devote a large majority of the time** (75% or more) to the development and understanding of the following: • 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	**Not Evaluated**	Not applicable to this grade level.

identify shapes and describe their properties. Additionally, materials and activities **align with the domain of "Mathematics"** outlined in Louisiana's ELDS and adhere to the following indicators of quality: • Promote children's acquisition and use of the language and vocabulary of math; • Promote conceptual understanding of math content; and • Promote children's development of perseverance and persistence in solving problems.		

Non-Negotiable 4 ☒ Yes ☐ No

ACTIVITIES/ MATERIALS SUPPORTING FAMILY ENGAGEMENT

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
Required **4a)** Materials provide a variety of **family engagement** activities to strengthen children's learning and development, including but not limited to: • Aligned activities; • Virtual portals; • Stories/books; and • Learning extensions to complete at home.	**Yes**	Materials and activities provide a variety of family engagement activities to strengthen children's learning and development. The Curriculum Guide emphasizes family partnerships, while the Teaching Guides provide guidance and activities for building and maintaining strong relationships between teachers, families, and the school community. For example, the Curriculum Guide provides background information and guidance on how to engage families in a partnership between the school and the family. The guidance highlights valuing the family's role in the child's learning and development as a needed component for learning to occur in the classroom. To begin with, the Curriculum Guide recommends creating a welcoming environment for families, including making the entrance to the learning center attractive and inviting. Instructions include maintaining an up-to-date bulletin board with information about the events and happenings of the classroom, displaying photos

		of the children on walls, providing comfortable chairs, and creating a suggestion box. The guide also provides detailed recommendations for communication with families, such as planning and implementing ongoing communication with daily conversations, handwritten notes, phone calls, texts, email, apps, and online tools such as SmartTeach. Formal communication includes family information events, conferences, newsletters, and family communication boards. Family Involvement is also facilitated through Morning Moments with Families. These activities provide the family with an opportunity to interact with their child in the classroom while learning how to engage with them in developmentally appropriate ways with a variety of materials. The Teaching Guides include Morning Moments with Families for every week. For example, in Teaching Guide 2, Month 6, Week 2, the teacher provides the book *Up, Up, Up!* for families to share with their children during drop-off. The Family Guidance instructs families to look through the book with their child and discuss what they see in each picture. Also, within each week, the materials provide guidance for teachers on Family Partnerships and Reflections. Teachers share observations with families based on the weekly focus and consider modeling and sharing extended explorations at home. For example, in Teaching Guide 2, Month 6, Week 2, teachers observe children playing with toys and reflect on their interactions to share with their parents.

SECTION II: ADDITIONAL CRITERIA OF SUPERIOR QUALITY

Additional 5 ☒ Yes ☐ No

IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES

Materials and activities reflect a wide range of experiences for skill development.

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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	**Yes**	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. The Curriculum Guide provides a framework for understanding the components of the program, how resources connect, and the purpose behind instructional practices. Teaching Guides provide weekly guidance to support responsive routines while building relationships with children, allowing the teacher to effectively navigate and implement the materials. The Curriculum Guide

and support on how to manage transition time within the day.		provides an overview of resources, along with descriptions and background knowledge needed to implement the materials and understand how they connect to developmental needs. The materials also include three Teaching Guides, which provide weekly learning experiences, responsive routines, and guidance for partnering with families. Organized by monthly themes and ordered in a developmentally appropriate sequence, the Teaching Guides include photo cards and a board book collection to support the learning experiences. Additionally, the materials include an outline of the Foundational Skills for Infants and Toddlers with the corresponding Skill Development Cards. These cards provide access to activities supporting interpersonal, physical, cognitive, language, literacy, and mathematical skill development and follow a consistent format that makes activities easy to locate and implement. For example, Physical Skill Development Cards identify the skill children practice along with a specific activity. Cards list materials, objectives, and Questions to Guide Observations. The materials also include Quick Response (QR) codes, which provide teachers with additional guidance, such as video tutorials to implement the Skill Development Cards. The Teaching Guides provide guidance and support for managing transitions. In the Teaching Guide, Month 2, the Frequently Asked Questions address how to support routines and transitions. For example, guidance prompts teachers to create predictable arrival and departure routines, foster independence by allowing children to participate in tasks related to the hello and goodbye routines, have a designated transition area with calming activities, and maintain open communication with families.
Required **5b)** Suggested materials and activities appeal to **children's interests** in order to deepen motivation, enjoyment, and learning.	**Yes**	Suggested materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning. Suggested materials and activities align to children's developmental milestones while providing engaging experiences that encourage curiosity, exploration, and active participation. Activities use age-appropriate materials and experiences that appeal to children's interests, supporting motivation and enjoyment while allowing children to explore and build new skills through meaningful play. For example, Physical Skill Development Card, P51.2, Shape Stamping, children engage in an activity that develops their fine motor skills. The teacher provides a round piece of molding dough and models how to use a block to stamp shapes in the dough. The teacher invites children to use blocks to stamp shapes into the molding dough. They use different props as the activity is repeated, such as small plastic animals, seashells, rocks, forks, or spoons. With Cognitive Skill Development Card, C49.2, Watch Me Build! children observe and imitate how other people solve a problem while engaging in a learning activity using blocks or cubes. The teacher observes how the child builds and builds similar structures. The teacher talks through how to make structures taller and how to fix wobbly structures to make them

		stronger. If the teacher notices a problem the child is facing while building, the teacher offers a suggestion. The teacher makes observations regarding the child's use of problem-solving and how the child persisted while building. The materials use familiar toys, pretend play, and hands-on materials to build on children's natural curiosity and interests. In Cognitive Skill Development Card C31.1, Pull It! children explore force by pulling a toy with a string. Teachers provide verbal cues that encourage children to experiment with how their actions can move the toy closer, supporting exploration and problem-solving through play.
Required **5c)** Activities include the use of **safe and age-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 clothes, props, realistic-looking toys that represent items such as food). 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.	**Yes**	Activities include the use of safe and age-appropriate toys and manipulatives. Materials can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. The materials provide frequent opportunities for children to actively engage with safe, age-appropriate toys and manipulatives while practicing new skills. The Teaching Guides and Skill Development Cards incorporate a variety of materials that children can explore, manipulate, and use in different ways, allowing them to take an active role in practicing and developing new skills through hands-on play. Also, the materials provide frequent opportunities to explore objects in their environment and how they relate to one another. Additionally, the activities integrate skills and promote executive functioning skills across domains. For example, the Cognitive Skill Development Card, C44.2, Tricky Lids, develops children's motor skills, problem-solving, and response to problems by asking for help. The activity utilizes blocks and containers with lids, including some that are hard to take off. To begin, the teacher places blocks inside containers and secures the lids on them. The teacher then presents the containers to the child, who is then challenged to help get the stuck blocks out. The teacher begins by opening the container with the child while talking aloud about how to take the lid off. Then, the child attempts to open the lids independently, asking for the teacher's assistance if needed. Mathematics Skill Development Card, M15.1, Filling Our Bucket engages children in motor skills and executive functioning development of staying focused and persisting, while learning the concept of more. The teacher provides children with a tub of sand, bucket, and shovel or plastic cup and encourages children to fill the bucket to the top with sand. The teacher asks if they want more sand throughout the activity until the bucket is full. If the child is interested, the bucket can be emptied, and more sand can be used to fill the bucket again.
Required **5d)** Materials are available in **appropriate formats** (e.g., vinyl books	**Yes**	Materials are available in appropriate formats and a variety of modalities. Various materials are provided for use. These resources are colorful, developmentally appropriate, and inviting to children. The materials provide both print and digital

and board books) and a **variety of modalities** (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).		formats of the materials. Activities provide opportunities for children to access learning through seeing, hearing, touching, and movement, supporting varied developmental needs and ways of engaging with instruction. For example, the materials include a baby-proof, easy-to-clean board book collection to support the early literacy and language learning activities found in the Teaching Guides. These books include rhymes, different genres, and colorful illustrations. The materials also include 50 Photo Cards displaying real images of toys, animals, foods, vehicles, nature, patterns, and emotions. Videos and songs supporting activities also have QR codes for quick access. The Curriculum Guide provides guidance for selecting appropriate toys and materials. For example, in response to the Frequently Asked Question, "I don't know what toys are appropriate for infants and toddlers. What do you suggest?" The guide explains that materials should not present a choking hazard, should be durable, and should be safe for children to explore. Additional recommendations are provided in Suggested Materials for Experiences within Creating a Responsive Environment. Activities also engage children through multiple modalities, including listening, seeing, touching, manipulating, moving, and communicating. Physical Skill Development Card, P55.3, Beads on a String: children listen to teacher guidance while using their hands to string beads. The teacher begins by modeling how to push the string into the hole on the bead and then pull the string out of the other side. The teacher invites children to string beads by themselves, asking for support if needed.

Additional 6 ☒ Yes ☐ No

IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES

Materials and activities reflect a wide range of experiences for skill development.

INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	JUSTIFICATION/COMMENTS WITH EXAMPLES
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.,	**Yes**	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. The assessments are intentionally focused and support the developmental skills and learning standards. Individual child growth and mastery are assessed. Guidance or suggestions are provided within the lesson and activity components. The materials provide multiple methods for assessing children and using results to guide instruction. For example, as the child enters the program, the Entry Screener allows teachers to identify where the child is on the developmental progression of knowledge and skills. The Entry Screener

anecdotal observations/notes, photographs, checklists, work samples, and family perspectives).		asks simple questions about a child's current abilities to establish baseline information and recommends developmentally appropriate Skill Development Cards based on individual needs. Ongoing assessment consists primarily of observations and occurs naturally across routines, play, and learning experiences. The Objectives for Development and Learning organize assessments across six developmental domains, while the SmartTeach App allows teachers to collect observational evidence in real time and connect observations to each child's development. Assessment information is then used to plan individualized instruction. The Assessment at a Glance Dashboard supports instructional planning, while the Infant and Toddler Skills Report identifies skills a child has mastered and those still developing across domains. Skills in progress align to appropriate Skill Development Cards within the child's Individualized Child Plan, creating a clear connection between assessment results, ongoing progress monitoring, and developmentally appropriate instruction. In each lesson, the materials provide questions to guide the teacher's observations that connect to the objective of the lesson and assist in assessing children' s development. The teacher answers questions connected to the Objectives for Development and Learning. For example, Teaching Guide 2, Month 6, Week 1, Playing with Toys includes a Guiding Your Observations section. During and after the activity, the teacher observes how the child follows directions and persists in finding a hidden toy (ELDS AL 2.1.1; AL 2.1.2). Language Skill Development Card, L43.1, Outdoor Requests, assesses children's ability to follow two-part related requests without gestures, such as "climb up the stairs and go down the slide" or "pick up the ball and roll it to me." The Questions to Guide Your Observations include, "How did the child follow the requests?" (ELDS LD 1.4.2) and "How did the child move while outdoors?" (ELDS PD 3.1.2).
Required **6b)** Assessment occurs frequently to **ensure** that current knowledge of each **child's development is accurate**.	**Yes**	Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. Lessons provide appropriate intervals and support to monitor learning goals for children. Frequent, ongoing observations and embedded checkpoints maintain current information about each child's development and skill acquisition. Embedded tutorials and guidance support teachers in collecting and interpreting assessment information and using the results to plan and adjust individualized instruction. The Curriculum Guide explains how to individualize children's care and learning experience, utilizing the Skill Development Cards with planning and assessment. For example, the Entry Screener is completed with families upon a child entering the program. This provides a baseline for recommending appropriate Skill Development Cards in each domain. The Skill Development Cards have questions to guide teacher observations during and after the child has participated in the skill development activity. If the child needs more time to practice this skill, the skill will be repeated over time until the child has demonstrated mastery

		and is ready to move on. In the Teaching Guides, a Guiding Your Observations section is included in the weekly plans. These questions support teachers in assessing children's knowledge, skills, and abilities as related to the learning experiences. These observations then guide the planning for future activities as the teacher documents on a child's Individualized Care Plan. The materials provide accessible tools for teachers to collect, organize, and analyze observational data for individual children throughout daily activities and routines. Administrators also monitor data entry, supporting consistent and ongoing collection of evidence about children's development. The Support Portal further supports implementation through the Ready. Set. Go. video series. Tutorials guide teachers through using the Assessment at a Glance, identifying gaps in documentation, and using assessment information to inform instruction. Classroom videos also model how to observe children and enter evidence. Together, these resources support an ongoing cycle of observation, documentation, analysis, and planning, helping teachers maintain current knowledge of each child's development and adjust instruction accordingly.
Required **6c)** When assessing child progress, **appropriate suggestions and sufficient instructions** are provided to support the varying developmental levels of children. Examples may include: ● 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.	**Yes**	When assessing child progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Materials provide supportive language guidance for teachers, such as example questions to ask and observational look-fors, which assess children's learning. The teacher adapts the activity based on children's responses. The materials provide guidance for using assessment information to support children at varying developmental levels. Within the Curriculum Guide, Meeting Children's Basic Needs establishes guidance for supporting all children. The materials extend this support through Meeting the Needs of All Children, which provides additional strategies for responding to individual developmental differences and adapting experiences based on children's needs, such as children with disabilities or multilingual learners. For example, when supporting multilingual learners, teachers should create a language-rich environment by labeling materials and learning the words that a child can say in English in their home language. The materials recognize that children enter the program with varying developmental needs; some may have an identified diagnosis, while others may not yet have been evaluated. The Foundational Skills for Infants and Toddlers establish developmental checkpoints helping teachers identify children who may be developing differently from their peers and determine when concerns should be discussed with families. The materials recommend collaborations with families and other professionals to ensure that each child receives needed support. Attention to children's individual needs is also embedded within the Skill Development Cards. Physical Skill Development Card, P55.3, Beads on a String: children push strings into holes on a bead and pull the string out the other side. The skill activity card provides

		teachers' guidance on what to look for to monitor if support is needed or not as the child participates in this activity. The card notes that children may need to be reminded to move their hand to pull out the string. The card also suggests that the teacher consider reviewing activities P55.1 and P55.2 if the child is not ready for this skill or becomes frustrated.

FINAL EVALUATION

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.

Compile the results for Sections I-II to make a final decision for the instructional materials under review.

Section I: Non-Negotiable Criteria for Superior Quality

Criteria	Yes/No	Final Justification/Comments
1. Content and Complexity 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 (ELDS) while fostering integration of development across domains. Materials and activities 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	**Yes**	Materials and activities focus on building positive relationships with peers and familiar adults, and positive interactions with peers and familiar adults while learning. Materials and activities provide guidance for routines that support the health and safety of children. Materials and activities provide both teacher-directed and child-initiated experiences. 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 provide frequent opportunities for children to make meaningful connections to their own knowledge and experiences and allow them to demonstrate an awareness of themselves as individuals and as members of a family and community. Materials and activities incorporate a variety of settings, including whole group time, centers/activity or interest areas, cooperative play, small group, and individualized attention.

3. Quality of Curriculum Materials and Activities	**Yes**	Infant and toddler language and early literacy development is emphasized through resources and activities that support frequent talk and conversations during daily routines; 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 of texts related to a theme or topic to accelerate background knowledge and vocabulary development; pre-writing skills, and print awareness. Cognitive development and executive functioning are emphasized, where age-appropriate, through resources and activities that support understanding of basic concepts outlined in the Cognitive Development and General Knowledge domain of the Standards; development of scientific inquiry; perseverance and persistence to solve problems; curiosity and exploration; creative thinking; and awareness of rules and responsibilities.
4. Activities/Materials Supporting Family Engagement	**Yes**	Materials and activities provide a variety of family engagement activities to strengthen children's learning and development.

Section II: Additional Criteria of Superior Quality

Criteria	Yes/No	Final Justification/Comments
5. Implementation Format of Materials and Activities	**Yes**	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. Suggested materials and activities appeal to children's interests in order to deepen motivation, enjoyment, and learning. Activities include the use of safe and age-appropriate toys and manipulatives. Materials can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. Materials are available in appropriate formats and a variety of modalities.
6. Assessment and Support for All Children	**Yes**	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. Assessment occurs frequently to ensure that current knowledge of each child's development is accurate. When assessing child

		progress, appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children.

Final Decision

Tier 1, Exemplifies Quality

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 Early Childhood Education (ECE) and grades K-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.