

2024 RI Curriculum Review and Approval Tier 2 Review Rubric

Reviewer Name:

Curriculum Name:

Review Score:

_____ points

Review

Recommendation:

- Endorse curriculum | $\geq 85\%$ alignment (109 points or more)
- Do not endorse curriculum | $< 85\%$ alignment (108 points or less)

Key Notes/Feedback:



SCORING METHODOLOGY

The following provides an overview of the scoring methodology for the Tier 2 review and endorsement of high quality early learning curricula.

SECTION	# OF INDICATORS	REVIEWER SCORE	TOTAL POSSIBLE POINTS
Section 1: Goals and Objectives	3 indicators	___ points	16 points
Section 2: Developmentally Appropriate Practice	8 indicators	___ points	36 points
Section 3: Curricular Materials	4 indicators	___ points	16 points
Section 4: Child Assessment System	6 indicators	___ points	24 points
Section 5: Teacher Usability, Supports, and Professional Development	7 indicators	___ points	28 points
Section 6: Family Engagement	2 indicators	___ points	8 points
TOTAL:		___ POINTS	128 POINTS
MINIMUM SCORE NEEDED FOR RIDE ENDORSEMENT:			109 POINTS

SECTION 1: GOALS AND OBJECTIVES

The curriculum identifies specific, measurable, and child-focused goals and objectives for children’s learning and development that are developmentally appropriate and address learning across all RIELDS developmental domains.




INDICATORS	GUIDANCE	SCORING
<p>1.1. The curriculum identifies a specific, measurable, and child-focused set of goals and objectives for children’s development.</p>	<ul style="list-style-type: none"> The curriculum has goals that are clear, specific, and can be observed and measured through assessment. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>1.2. Goals and objectives are developmentally appropriate and accessible for all children ages 3-5.</p>	<ul style="list-style-type: none"> Goals and objectives are developmentally appropriate and may be reasonably attained by children ages 3-5 years. Goals and objectives are accessible for all children, including children that are multilingual learners or are differently-abled. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>1.3. Goals and objectives address learning across all relevant RIELDS developmental domains that the curriculum is intended to support.</p>	<ul style="list-style-type: none"> Goals and objectives address the breadth and depth of all early learning standards within the domains that the curriculum is intended to support. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>1.4. The curriculum promotes activities that are cross-curricular and support the integrated nature of child development.</p>	<ul style="list-style-type: none"> Learning activities name the domains that are purposefully developed or reinforced; goals and objectives across multiple domains are cited for a single learning activity. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>SECTION 1 TOTAL POINTS</p>		<p>_____ / 16</p>

SECTION 2: DEVELOPMENTALLY APPROPRIATE PRACTICE

Developmentally appropriate practices are methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. A high quality curriculum is designed for use with children between 3-5 years and is considered developmentally appropriate based on a clear understanding of child development and learning and what is commonly, individually, and contextually important for young children.

INDICATORS	GUIDANCE	SCORING
<p>2.1. The curriculum is developmentally appropriate for all children ages 3-5 years, regardless of ability or other differentiating needs.</p>	<ul style="list-style-type: none"> • The curriculum specifies that it is intended for use with children between the ages of 3-5 years. • Learning activities may be adapted to reflect commonalities, and individual and contextual differences and needs among children. • Learning activities may be adapted through differentiated instruction and universal design for learning to support all children’s engagement, learning, and development. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>2.2. The curriculum is play-based; learning experiences generally occur within the context of learning centers, promote child choice, and are rooted in purposeful play.</p>	<ul style="list-style-type: none"> • Learning activities promote children’s purposeful, interactive, and hands-on play and largely occur within the context of small-group arrangements. • Learning activities promote child-choice; children are given opportunities to choose learning centers and their exploration and creativity is supported within each. • Learning activities are free from prescriptive, contrived worksheets/dittos. • Teacher guides offer recommendations on classroom arrangement to support the facilitation of activities within the context of learning centers. 	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p>2.3. The curriculum promotes learning experiences that are incorporated across a variety of settings and arrangements with emphasis on small-group instruction. (e.g., indoor/outdoor; group time/center time; cooperative play/individualized instruction).</p>	<ul style="list-style-type: none"> • The curriculum’s daily schedule and teacher guide recommend learning activities that occur across a variety of settings and social arrangements each day (e.g., indoor/outdoor; group/center/individualized play). • Learning activities generally occur within the context of small-group instruction; whole-group instruction is intentional and meaningful. • Learning activities promote children’s access to a variety of learning centers. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>2.4. The curriculum provides experiences in which children’s learning follows a logical progression increasing in complexity over time, within and across units, and with alignment to the RIELDS.</p>	<ul style="list-style-type: none"> • Learning activities and associated goals and objectives increase in complexity within a unit and across a progression of units, with alignment to the RIELDS. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>2.5. The curriculum offers a variety of activities, suggested materials, and recommended teaching strategies to support child learning outcomes.</p>	<ul style="list-style-type: none"> • Children have access to a variety of learning activities and learning centers throughout a typical day. • Learning activities and suggested/included materials may engage multiple children at a time. • The teacher guide recommends additional enrichment activities for all levels of learners. • The teacher guide explicitly suggests instructional strategies and techniques to engage children and support their learning. • The teacher guide supports multiple types of instructional practices (e.g., guided, independent, collaborative) and provides guidance and structures to achieve effective implementation. 	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p>2.6. The curriculum provides clear information for educators on how learning experiences may be scaffolded or adapted for diverse learners to facilitate each child's progress towards the curriculum's goals and objectives.</p>	<ul style="list-style-type: none"> • The teacher guide provides explicit instructional strategies to differentiate instruction for children of varying levels of development, particularly children that are multilingual learners, are differently-abled, or are developmentally delayed. • The teacher guide recommends targeted instruction and activities for children who struggle to or who have mastered the goals and objectives. 	<p>0 / 2 / 4</p> 
<p>2.7. The curriculum reflects a balance of teacher-directed, teacher-guided, and child-initiated learning experiences.</p>	<ul style="list-style-type: none"> • The teacher guide explicitly instructs teachers to guide play, in a variety of learning activities, throughout the day. • The teacher guide explicitly instructs teachers to purposefully plan and prepare learning activities. • Learning activities reflect a balance of teacher-directed (explicit) and child-initiated opportunities and interactions. • Learning activities promote child-choice; children are given opportunities to choose learning centers and their exploration and creativity is supported within each. • Learning experiences generally occur within the context of small group arrangements; whole group instructional time is intentional and meaningful. 	<p>0 / 2 / 4</p> 
<p>2.8. The curriculum provides activities that promote the development of the 4 Cs skillsets: critical thinking and problem-solving, communication, collaboration, and creativity.</p>	<ul style="list-style-type: none"> • Learning activities are play-based and promote child-choice; children are given opportunities to choose learning centers and their exploration and creativity is supported within each. • Learning activities are free from prescriptive, contrived worksheets/dittos. • Learning activities develop children's capacity to ask thoughtful questions. • Learning activities develop children's capacity to recognize problems in their environment and solve these problems independently and collaboratively. • Learning activities provide opportunities for children to learn, practice, and apply social skills throughout the day. • The teacher guide explicitly instructs teachers to guide play, ask open-ended questions, and model use of the 4 C's skillsets during learning activities. 	<p>0 / 2 / 4</p> 

<p>2.9. The curriculum provides activities that promote a positive learning environment where children can experience feelings of success, competence, and enjoyment of learning.</p>	<ul style="list-style-type: none"> • Learning activities are flexible and allow for adjustments according to children’s needs and interests. • Learning activities promote child-choice and children’s development of independence and self-confidence. • Learning activities and suggested materials may be simplified or complicated to support children’s varying levels of development • The teacher guide supports multiple types of instructional practices and scaffolds to challenge children and to facilitate their development of mastery. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>SECTION 2 TOTAL POINTS</p>		<p>_____ / 36</p>

SECTION 3: CURRICULAR MATERIALS

Curricular materials provided or suggested within the curriculum may include, but are not limited to: Posters, books, music, art, pictures, thematic units, blocks, dolls, and other toys/games,

INDICATORS	GUIDANCE	SCORING
<p>3.1. The curriculum offers or suggests materials to accompany learning experiences (e.g., toys, books, games...etc.) that are developmentally appropriate for children ages 3-5 years.</p>	<ul style="list-style-type: none"> • Suggested or included materials are intended for use with children ages 3-5 years. • Suggested or included materials accommodate children that are multilingual and children with disabilities and developmental delays, where appropriate. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>3.2. Curricular materials provided and/or suggested are multi-purpose and open-ended, and support children’s exploration, experimentation, and discovery.</p>	<ul style="list-style-type: none"> • Suggested or included materials are multi-purpose and open-ended, and promote children’s exploration and creativity. • Suggested or included materials are multi-age and can be reused and adapted throughout the stages of play and children’s growth and development, where appropriate. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>3.3. Curricular materials provided and/or suggested are culturally responsive and reflective of differences between children including, but not limited to: Race/ethnicity, gender, economic background, ability, and family relationships.</p>	<ul style="list-style-type: none"> • Suggested or included materials: <ul style="list-style-type: none"> ◦ Reflect the lives of children and families. ◦ Reflect the diversity found in society. ◦ Are free from harmful stereotypes and biases 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>3.4. Curricular materials are offered in languages other than English.</p>	<ul style="list-style-type: none"> • Suggested or included materials featuring text (e.g., books, brochures, posters, signs) are available in other language(s). 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>SECTION 3 TOTAL POINTS</p>		<p>_____ / 16</p>

SECTION 4: CHILD ASSESSMENT SYSTEM

The curriculum offers a child assessment system that comprehensively assesses all domains of child development that it is intended to support (aligned with the RIELDS), promotes the collection of child-level data through authentic practices, is age-appropriate, and informs educator’s curricular and instructional decision-making.

INDICATORS	GUIDANCE	SCORING
<p>4.1. The curriculum provides a variety of appropriate methods to support teacher’s collection of child-level data for ongoing, formative assessment (e.g., data collection sheets, anecdotal note/observation templates, checklists, work samples, photographs).</p>	<ul style="list-style-type: none"> The curriculum provides resources to guide teachers in collecting child-level assessment data, such as: by providing data collection sheets, anecdotal note/observation templates, checklists, work samples, rubrics; or, explicit guidance on developing these materials. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>4.2. The assessment system comprehensively assesses all domains and standards identified in the RIELDS for which the curriculum is intended to support.</p>	<ul style="list-style-type: none"> Suggested or included assessment resources measure children’s progress across all RIELDS domains and standards for which the curriculum is intended to support. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>4.3. The assessment system supports authentic assessment practices; the resources provided embed data collection within the context of a child’s natural, play-based environment.</p>	<ul style="list-style-type: none"> Suggested or included assessment resources guide educators to collect child-level assessment data: <ul style="list-style-type: none"> Within the context of the child’s natural, play-based environment Using multiple methods of observation and documentation Over time and in multiple contexts 	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p>4.4. The assessment system has a record keeping functionality for the purposes of storing child assessment data and is in alignment with the RIELDS and the goals and objectives of the curriculum.</p>	<ul style="list-style-type: none"> • Curriculum provides a system that digitally stores child-level assessment data (e.g., database, chart, portfolio system). • Data are coded and stored across all domains and standards, aligned with the RIELDS) for which the curriculum is intended to support. 	<p>0 / 4</p> <p>● ●</p>
<p>4.5. The assessment system provides teachers with information on how to analyze, interpret, and use the data collected for curricular and instructional planning.</p>	<ul style="list-style-type: none"> • The curriculum provides guidance to teachers on how to reflect, analyze, and interpret data. Guidance may come in the form of: <ul style="list-style-type: none"> ◦ Professional learning opportunities available that are specific to assessment. ◦ Guidance embedded in the teacher guide in accordance with the components of the assessment cycle. ◦ Record keeping systems (e.g., portfolios) with reports that can synthesize data, identify trends, and assist with the analysis process. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>4.6. The assessment system provides a means for sharing child outcomes data with families.</p>	<ul style="list-style-type: none"> • Assessment systems provide a means for sharing child outcomes with families, such as through: <ul style="list-style-type: none"> ◦ Portfolio system (hard copy or digital) ◦ Downloadable/sharable reports ◦ Guidance embedded in the teacher guide for how and where to share child outcomes data with families 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>SECTION 4 TOTAL POINTS</p>		<p>_____ / 24</p>

SECTION 5: USABILITY, SUPPORT, AND PROFESSIONAL DEVELOPMENT

The curriculum demonstrates usability for all educators, regardless of a teacher’s experience level and educational background, and includes materials and/or professional learning to support educators with unpacking and implementing the curriculum with integrity.

INDICATORS	GUIDANCE	SCORING
<p>5.1 The curriculum has a clear, organized structure that is easy to use, and supports all educators, new and experienced; and includes a beginning of the year teaching guide to promote classroom community and establish routines and expectations.</p>	<ul style="list-style-type: none"> • The curriculum offers a list and description of all materials included within the set. • The curriculum offers teacher guides to support curriculum implementation. • Teacher guides are concise and easy to manage with cohesion across teacher resources. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>5.2. The curriculum includes resources to support teachers with unit unpacking and implementation.</p>	<ul style="list-style-type: none"> • Resources are included to support teachers with curricular unpacking and implementation, such as but not limited to: <ul style="list-style-type: none"> ◦ Detailed instruction guides ◦ Sample lesson plans ◦ Sample daily schedules ◦ Unit progression and pacing guides ◦ Assessment pacing guides 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>5.3. The curriculum is flexible, offering teachers opportunities to differentiate instruction and respond to children’s interests and needs while maintaining the integrity of learning experiences’ goals and objectives.</p>	<ul style="list-style-type: none"> • The curriculum offers teachers opportunities or notations to differentiate instruction or respond to children’s interests and needs. • The curriculum strikes a balance between rigidity and autonomy. 	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p>5.4. The curriculum has predictable, yet flexible recommended daily schedule that is developmentally appropriate for all children ages 3-5 years.</p>	<ul style="list-style-type: none"> • The curriculum includes a school years' worth of preschool/pre-k instruction, including realistic pacing guidance and routines. • The curriculum offers a daily schedule that is developmentally appropriate for preschool-aged children, and is in accordance with time parameters recommended in the ECERS-3. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>5.5. The curriculum vendor offers <u>ongoing</u> professional development that is designed to help teachers understand and implement the curriculum and is based on sound adult learning.</p>	<ul style="list-style-type: none"> • Professional development is available to support curriculum implementation on an ongoing basis. • Professional development facilitates curriculum learning at different levels (e.g., entry level unpacking; curriculum implementation; topical focus trainings; training of trainers). • Professional development is available at the administrative/education coordinator level to support integrity of curriculum implementation and capacity-building. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>5.6. The curriculum vendor offers professional development/training specifically on the child assessment system.</p>	<ul style="list-style-type: none"> • Professional development trainings specific to use of the child assessment system. • Professional development trainings are available in person and have self-paced modules. 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>5.7. The curriculum vendor offers professional development in languages other than English.</p>	<ul style="list-style-type: none"> • Professional development trainings are available in languages other than English. 	<p>0 / 4</p> <p>● ●</p>
<p>SECTION 5 TOTAL POINTS</p>		<p>_____ / 28</p>

SECTION 6: FAMILY ENGAGEMENT

The curriculum promotes family relationships by offering opportunities for regular communication with families and family’s meaningful participation and engagement in children’s early learning programs. Through family engagement, programs will support families as they prepare their children for success and families will be respected and supported as partners in the education and development of their child.

INDICATORS	GUIDANCE	SCORING
<p>6.1. The curriculum offers a platform for bidirectional family communication.</p>	<ul style="list-style-type: none"> • The curriculum provides a means for facilitating bidirectional family communication, such as through: <ul style="list-style-type: none"> ◦ Family/school communication platform/portal ◦ Parent survey templates ◦ Parent-facing assessment reports ◦ Newsletter templates ◦ Curriculum overview templates 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>6.2. The curriculum includes a variety of family engagement activities to strengthen children’s learning and development and support family’s active participation in their child’s education.</p>	<ul style="list-style-type: none"> • The curriculum provides a variety of family activities for use at home or within the context of the classroom/program to strengthen children’s learning and development, including (but not limited to): <ul style="list-style-type: none"> ◦ Learning activities ◦ Stories/books ◦ Learning extensions to be completed at home ◦ Family engagement nights 	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p>SECTION 6 TOTAL POINTS</p>		<p>_____ / 8</p>

2024 Rhode Island Curriculum Review and Approval

TIER 1 REVIEW

Curriculum Name:	McGraw Hill: Building Blocks Pre-K Math (2025)
Curriculum Type:	<input type="checkbox"/> Comprehensive <input checked="" type="checkbox"/> Content-Specific:
Review Score:	8.5 / 9 points
Review Recommendation	<input checked="" type="checkbox"/> Tier 1 Approved ($\geq 85\%$ aligned) <ul style="list-style-type: none">• <i>Will proceed to Tier 2 review.</i> <input type="checkbox"/> Not Tier 1 Approved ($< 85\%$ aligned) <ul style="list-style-type: none">• <i>Will not proceed to tier 2 review.</i>

DOMAIN 6: MATHEMATICS		
COMPONENT / STANDARD	REVIEWER NOTES	SCORE
<i>M 1: Number Sense and Quantity</i>		
M 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	The curriculum provides various opportunities for children to engage in verbal counting, object counting, number recognition, number writing, and subitizing activities. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>M 2: Number Relationships and Operations</i>		
M 2.a: Children learn to use numbers to compare quantities and solve mathematical situations.	The curriculum provides various opportunities for children to engage in number comparison activities, typically embedded within a whole group exercise or hands on math center activity. Goals and objectives increase in complexity – beginning with comparisons of 3 to 5 (Week 1) to 10 (Week 30). Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>M 3: Classification and Patterning</i>		
M 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	The curriculum provides opportunities for children to engage in classification and patterning. In Volume 1 (Weeks 1-15) there is an emphasis on sorting activities with some activities that preface patterning; whereas in Volume 2 (Weeks 16-30), there are many opportunities for children to identify and predict patterns. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>M 4: Measurement, Comparison, and Ordering</i>		
M 4.a: Children learn to measure objects by their various attributes to make comparisons.	The curriculum provides opportunities for children to engage in measurement, comparison, and ordering and language associated with these concepts; however, these opportunities are not offered as frequently and do not span the breadth of the school year when compared to activities related to RIELDS standards M1 – M3; rather, citations of these activities occur in weeks 20-23 and 27. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
<i>M 5: Geometry and Spatial Sense</i>		

<p>M 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.</p>	<p>The curriculum provides opportunities for children to identify, solve problems, and explore the positions of shapes. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Note that of the skills associated with this standard, there is an emphasis on the identification of shapes and their attributes verses solving problems using shapes or exploring the positions of objects in space. Full credit is awarded.</p>	<p><input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point</p>
MATHEMATICS DOMAIN TOTAL		4.5/ 5

SECTION 2: EVIDENCE-BASED AND THEORETICAL METHODOLOGY

Instructions: In the space provided, provide a thorough description of how the curriculum submission articulates a theoretical and/or evidence-base grounded in child development research. Please provide citations of supporting research and theory to support the curriculum’s basis. Provide links to supplemental resources (e.g., research articles) relevant to this section's criteria.

REVIEWER NOTES	SCORE
<p>The curriculum authors, Drs. Douglas Clements and Julie Sarama are Professors of Early Learning and Innovating Learning Technologies, respectively, at the University of Denver. The development of Building Blocks was funded by the National Science Foundation (NSF) in the early 2000s with the goal of building a solid early mathematics foundation through the use of trajectories and technologies. T21 within Volume 1 describes “Learning Trajectories” as the theoretical basis of the curriculum involving three parts: a mathematical goal, a developmental path through which children develop to reach that goal, and the activities matched to each of those levels to help scaffold children’s development to the next level.</p> <p>Three published journal articles are cited that describe the evidence-base and efficacy of the Building Blocks Curriculum. A randomized controlled trial research design was implemented in each study to evaluate the efficacy of the curriculum against a comparison group (group utilizing another mathematics curriculum, or no mathematics curriculum).</p> <ul style="list-style-type: none"> • Clements, D., & Sarama, J. (2007). Effects of a preschool mathematics curriculum: Summative research on the building blocks project. Journal for Research in Mathematics Education. 	<p><input type="checkbox"/> No points <input type="checkbox"/> 2 points <input checked="" type="checkbox"/> 4 points</p>

<ul style="list-style-type: none"> • Clements, D., & Sarama, J. (2008). Experimental evaluation of the effects of a research-based preschool mathematics curriculum. American Educational Research Journal. • Clements, D., & Sarama, J. (2009). Scaling up successful interventions: Multidisciplinary perspectives. <p>Each study consistently found children receiving the treatment (exposure to Building Blocks) demonstrated greater gains in mathematical concepts and skills than children demonstrated greater gains in mathematical concepts and skills when compared to peers placed in comparison or control groups.</p>	
SECTION II TOTAL	4/ 4