

## 2024 RI Curriculum Review and Approval Tier 2 Review Rubric

Reviewer Name:

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Curriculum Name:

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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
<b>TOTAL:</b>		<b>___ POINTS</b>	<b>128 POINTS</b>
<b>MINIMUM SCORE NEEDED FOR RIDE ENDORSEMENT:</b>			<b>109 POINTS</b>

## 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><b>1.1. The curriculum identifies a specific, measurable, and child-focused set of goals and objectives for children’s development.</b></p>	<ul style="list-style-type: none"> <li>The curriculum has goals that are clear, specific, and can be observed and measured through assessment.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>1.2. Goals and objectives are developmentally appropriate and accessible for all children ages 3-5.</b></p>	<ul style="list-style-type: none"> <li>Goals and objectives are developmentally appropriate and may be reasonably attained by children ages 3-5 years.</li> <li>Goals and objectives are accessible for all children, including children that are multilingual learners or are differently-abled.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>1.3. Goals and objectives address learning across all relevant RIELDS developmental domains that the curriculum is intended to support.</b></p>	<ul style="list-style-type: none"> <li>Goals and objectives address the breadth and depth of all early learning standards within the domains that the curriculum is intended to support.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>1.4. The curriculum promotes activities that are cross-curricular and support the integrated nature of child development.</b></p>	<ul style="list-style-type: none"> <li>Learning activities name the domains that are purposefully developed or reinforced; goals and objectives across multiple domains are cited for a single learning activity.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>SECTION 1 TOTAL POINTS</b></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><b>2.1. The curriculum is developmentally appropriate for all children ages 3-5 years, regardless of ability or other differentiating needs.</b></p>	<ul style="list-style-type: none"> <li>• The curriculum specifies that it is intended for use with children between the ages of 3-5 years.</li> <li>• Learning activities may be adapted to reflect commonalities, and individual and contextual differences and needs among children.</li> <li>• Learning activities may be adapted through differentiated instruction and universal design for learning to support all children’s engagement, learning, and development.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Learning activities promote children’s purposeful, interactive, and hands-on play and largely occur within the context of small-group arrangements.</li> <li>• Learning activities promote child-choice; children are given opportunities to choose learning centers and their exploration and creativity is supported within each.</li> <li>• Learning activities are free from prescriptive, contrived worksheets/dittos.</li> <li>• Teacher guides offer recommendations on classroom arrangement to support the facilitation of activities within the context of learning centers.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p><b>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).</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Learning activities generally occur within the context of small-group instruction; whole-group instruction is intentional and meaningful.</li> <li>• Learning activities promote children’s access to a variety of learning centers.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Learning activities and associated goals and objectives increase in complexity within a unit and across a progression of units, with alignment to the RIELDS.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>2.5. The curriculum offers a variety of activities, suggested materials, and recommended teaching strategies to support child learning outcomes.</b></p>	<ul style="list-style-type: none"> <li>• Children have access to a variety of learning activities and learning centers throughout a typical day.</li> <li>• Learning activities and suggested/included materials may engage multiple children at a time.</li> <li>• The teacher guide recommends additional enrichment activities for all levels of learners.</li> <li>• The teacher guide explicitly suggests instructional strategies and techniques to engage children and support their learning.</li> <li>• The teacher guide supports multiple types of instructional practices (e.g., guided, independent, collaborative) and provides guidance and structures to achieve effective implementation.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The teacher guide recommends targeted instruction and activities for children who struggle to or who have mastered the goals and objectives.</li> </ul>	<p>0 / 2 / 4</p> 
<p><b>2.7. The curriculum reflects a balance of teacher-directed, teacher-guided, and child-initiated learning experiences.</b></p>	<ul style="list-style-type: none"> <li>• The teacher guide explicitly instructs teachers to guide play, in a variety of learning activities, throughout the day.</li> <li>• The teacher guide explicitly instructs teachers to purposefully plan and prepare learning activities.</li> <li>• Learning activities reflect a balance of teacher-directed (explicit) and child-initiated opportunities and interactions.</li> <li>• Learning activities promote child-choice; children are given opportunities to choose learning centers and their exploration and creativity is supported within each.</li> <li>• Learning experiences generally occur within the context of small group arrangements; whole group instructional time is intentional and meaningful.</li> </ul>	<p>0 / 2 / 4</p> 
<p><b>2.8. The curriculum provides activities that promote the development of the 4 Cs skillsets: critical thinking and problem-solving, communication, collaboration, and creativity.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Learning activities are free from prescriptive, contrived worksheets/dittos.</li> <li>• Learning activities develop children's capacity to ask thoughtful questions.</li> <li>• Learning activities develop children's capacity to recognize problems in their environment and solve these problems independently and collaboratively.</li> <li>• Learning activities provide opportunities for children to learn, practice, and apply social skills throughout the day.</li> <li>• 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.</li> </ul>	<p>0 / 2 / 4</p> 

<p><b>2.9. The curriculum provides activities that promote a positive learning environment where children can experience feelings of success, competence, and enjoyment of learning.</b></p>	<ul style="list-style-type: none"> <li>• Learning activities are flexible and allow for adjustments according to children’s needs and interests.</li> <li>• Learning activities promote child-choice and children’s development of independence and self-confidence.</li> <li>• Learning activities and suggested materials may be simplified or complicated to support children’s varying levels of development</li> <li>• The teacher guide supports multiple types of instructional practices and scaffolds to challenge children and to facilitate their development of mastery.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>SECTION 2 TOTAL POINTS</b></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><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Suggested or included materials are intended for use with children ages 3-5 years.</li> <li>• Suggested or included materials accommodate children that are multilingual and children with disabilities and developmental delays, where appropriate.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>3.2. Curricular materials provided and/or suggested are multi-purpose and open-ended, and support children’s exploration, experimentation, and discovery.</b></p>	<ul style="list-style-type: none"> <li>• Suggested or included materials are multi-purpose and open-ended, and promote children’s exploration and creativity.</li> <li>• 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.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Suggested or included materials:               <ul style="list-style-type: none"> <li>◦ Reflect the lives of children and families.</li> <li>◦ Reflect the diversity found in society.</li> <li>◦ Are free from harmful stereotypes and biases</li> </ul> </li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>3.4. Curricular materials are offered in languages other than English.</b></p>	<ul style="list-style-type: none"> <li>• Suggested or included materials featuring text (e.g., books, brochures, posters, signs) are available in other language(s).</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>SECTION 3 TOTAL POINTS</b></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><b>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).</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>4.2. The assessment system comprehensively assesses all domains and standards identified in the RIELDS for which the curriculum is intended to support.</b></p>	<ul style="list-style-type: none"> <li>Suggested or included assessment resources measure children’s progress across all RIELDS domains and standards for which the curriculum is intended to support.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>Suggested or included assessment resources guide educators to collect child-level assessment data:               <ul style="list-style-type: none"> <li>Within the context of the child’s natural, play-based environment</li> <li>Using multiple methods of observation and documentation</li> <li>Over time and in multiple contexts</li> </ul> </li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Curriculum provides a system that digitally stores child-level assessment data (e.g., database, chart, portfolio system).</li> <li>• Data are coded and stored across all domains and standards, aligned with the RIELDS) for which the curriculum is intended to support.</li> </ul>	<p>0 / 4</p> <p>● ●</p>
<p><b>4.5. The assessment system provides teachers with information on how to analyze, interpret, and use the data collected for curricular and instructional planning.</b></p>	<ul style="list-style-type: none"> <li>• 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"> <li>◦ Professional learning opportunities available that are specific to assessment.</li> <li>◦ Guidance embedded in the teacher guide in accordance with the components of the assessment cycle.</li> <li>◦ Record keeping systems (e.g., portfolios) with reports that can synthesize data, identify trends, and assist with the analysis process.</li> </ul> </li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>4.6. The assessment system provides a means for sharing child outcomes data with families.</b></p>	<ul style="list-style-type: none"> <li>• Assessment systems provide a means for sharing child outcomes with families, such as through: <ul style="list-style-type: none"> <li>◦ Portfolio system (hard copy or digital)</li> <li>◦ Downloadable/sharable reports</li> <li>◦ Guidance embedded in the teacher guide for how and where to share child outcomes data with families</li> </ul> </li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>SECTION 4 TOTAL POINTS</b></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><b>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.</b></p>	<ul style="list-style-type: none"> <li>• The curriculum offers a list and description of all materials included within the set.</li> <li>• The curriculum offers teacher guides to support curriculum implementation.</li> <li>• Teacher guides are concise and easy to manage with cohesion across teacher resources.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>5.2. The curriculum includes resources to support teachers with unit unpacking and implementation.</b></p>	<ul style="list-style-type: none"> <li>• Resources are included to support teachers with curricular unpacking and implementation, such as but not limited to:               <ul style="list-style-type: none"> <li>◦ Detailed instruction guides</li> <li>◦ Sample lesson plans</li> <li>◦ Sample daily schedules</li> <li>◦ Unit progression and pacing guides</li> <li>◦ Assessment pacing guides</li> </ul> </li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• The curriculum offers teachers opportunities or notations to differentiate instruction or respond to children’s interests and needs.</li> <li>• The curriculum strikes a balance between rigidity and autonomy.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>

<p><b>5.4. The curriculum has predictable, yet flexible recommended daily schedule that is developmentally appropriate for all children ages 3-5 years.</b></p>	<ul style="list-style-type: none"> <li>• The curriculum includes a school years' worth of preschool/pre-k instruction, including realistic pacing guidance and routines.</li> <li>• 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.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Professional development is available to support curriculum implementation on an ongoing basis.</li> <li>• Professional development facilitates curriculum learning at different levels (e.g., entry level unpacking; curriculum implementation; topical focus trainings; training of trainers).</li> <li>• Professional development is available at the administrative/education coordinator level to support integrity of curriculum implementation and capacity-building.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>5.6. The curriculum vendor offers professional development/training specifically on the child assessment system.</b></p>	<ul style="list-style-type: none"> <li>• Professional development trainings specific to use of the child assessment system.</li> <li>• Professional development trainings are available in person and have self-paced modules.</li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>5.7. The curriculum vendor offers professional development in languages other than English.</b></p>	<ul style="list-style-type: none"> <li>• Professional development trainings are available in languages other than English.</li> </ul>	<p>0 / 4</p> <p>● ●</p>
<p><b>SECTION 5 TOTAL POINTS</b></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><b>6.1. The curriculum offers a platform for bidirectional family communication.</b></p>	<ul style="list-style-type: none"> <li>• The curriculum provides a means for facilitating bidirectional family communication, such as through:               <ul style="list-style-type: none"> <li>◦ Family/school communication platform/portal</li> <li>◦ Parent survey templates</li> <li>◦ Parent-facing assessment reports</li> <li>◦ Newsletter templates</li> <li>◦ Curriculum overview templates</li> </ul> </li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• 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"> <li>◦ Learning activities</li> <li>◦ Stories/books</li> <li>◦ Learning extensions to be completed at home</li> <li>◦ Family engagement nights</li> </ul> </li> </ul>	<p>0 / 2 / 4</p> <p>● ● ●</p>
<p><b>SECTION 6 TOTAL POINTS</b></p>		<p>_____ / 8</p>

## 2024 Rhode Island Curriculum Review and Approval

### TIER 1 REVIEW

<b>Curriculum Name:</b>	Frog Street, Pre-K
<b>Curriculum Type:</b>	<input checked="" type="checkbox"/> Comprehensive <input type="checkbox"/> Content-Specific:
<b>Review Score:</b>	<b>42 / 47 points</b>
<b>Review Recommendation</b>	<input checked="" type="checkbox"/> Tier 1 Approved ( $\geq 85\%$ aligned) <ul style="list-style-type: none"><li>• <i>Will proceed to Tier 2 review.</i></li></ul> <input type="checkbox"/> Not Tier 1 Approved ( $<85\%$ aligned) <ul style="list-style-type: none"><li>• <i>Will not proceed to tier 2 review.</i></li></ul>

## SECTION 1: CURRICULAR ALIGNMENT WITH THE RI EARLY LEARNING AND DEVELOPMENT STANDARDS (RIELDS)

DOMAIN 1: PHYSICAL HEALTH AND MOTOR DEVELOPMENT		
COMPONENT / STANDARD	REVIEWER NOTES	SCORE
<i>PH 1: Health and Safety Practices</i>		
PH 1.a: Children engage in structured and unstructured physical activity.	The curriculum provides various opportunities for children to engage in structured and unstructured play. Cited activities demonstrate a variety of structured (e.g., games with rules/directives) and unstructured (e.g., independent/autonomous) activities, spanning the breadth of the school year and increase in complexity across the unit progression. Note that these activities generally occur within the Gross Motor Practice Centers and Outdoor Activity times. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	The curriculum provides various opportunities for children to become increasingly able to identify unsafe situations and learn strategies for responding to them. Children are exposed to books, learning activities, and teacher-facilitated discussions that expand their ability to recognize unsafe situations and learn the consequences of not following rules related to safety. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
PH 1.c: Children develop self-help skills	The curriculum provides various opportunities for children to develop self-help skills. At the beginning of the school year, the curriculum supports the development of self-help and self-care as it relates to classroom routines (e.g., hand washing) and daily safekeeper commitments (e.g., using walking feet, using safe touch). Reinforcement of these routines and safety practices span the breadth of the school year and 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>PH 2: Gross Motor Development</i>		
PH 2.a: Children develop large-muscle control, strength, and coordination	The curriculum provides various opportunities for children to develop large-muscle control, strength, and coordination. Cited learning activities facilitate children’s engagement in independent and cooperative activities that involve throwing and catching, jumping, kicking, and lifting. Note that	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point



	these activities generally occur within the Gross Motor Practice Centers and Outdoor Activity times. Full credit is awarded.	
PH 2.b: Children develop traveling skills	The curriculum provides various opportunities for children to develop traveling skills. Cited learning activities facilitate children’s movement in different ways, spanning the breadth of the school year and increasing in complexity across the unit progression - from walking, running, galloping, and marching to maneuvering through obstacle courses using a variety of different movements. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<b>PH 3: Fine Motor Development</b>		
PH 3.a: Children develop small-muscle control, strength, and coordination	The curriculum provides various opportunities for children to develop fine motor skills. Cited activities generally occur within the context of the Fine Motor Practice Center and Writer’s Corner, where children are supported in using different tools (e.g., pizza wheel; scissors; writing utensils) and mediums (e.g., play dough, buttons, beads) to develop small-muscle control, strength, and coordination. These activities are consistently present across the breadth of the school year. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
PH 3.b: Children develop writing and drawing skills.	The curriculum provides various opportunities for children to develop writing and drawing skills. Cited activities generally occur within the context of the Fine Motor, Writer’s Corner, and Creativity Station Practice Centers, as well as during the Literacy small group activities. These activities span the breadth of the school year and increase in complexity across the unit progression – from using finger tracing and drawing with writing tools to draw shapes and make vertical and horizontal strokes to writing and captioning. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<b>PHYSICAL HEALTH &amp; MOTOR DEVELOPMENT DOMAIN TOTAL</b>		<b>7 / 7</b>

<b>DOMAIN 2: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>COMPONENT / STANDARD</b>	<b>REVIEWER NOTES</b>	<b>SCORE</b>
<i>SE 1: Relationships with Others</i>		
SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives	The curriculum provides various opportunities for children to develop positive relationships with adults who are familiar and consistently present in their lives. The curriculum’s daily greeting circle includes four routines that build classroom community, strengthen children’s self-regulation skills, and establish safekeeping commitment; all of which are routines that occur daily across the breadth of the school year. All cited activities include embedded supports that guide teachers to differentiate instruction to support and/or challenge all children and to support their engagement and exploration. Teachers are supported to ask open-ended questions to guide children’s creativity and exploration within a play-based context. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
SE 1.b: Children engage in positive relationships and interactions with other children.	The curriculum provides various opportunities for children to engage in positive relationships and interactions with other children. The curriculum’s daily safekeeping commitment establishes routines that reinforce children’s understanding of cooperation and safety with others. Theme 2 is centered around family and friends which offer many opportunities (e.g., book reading, activities) for children to collaborate and cooperate with peers. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>SE 2: Sense of Self</i>		
SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	The curriculum provides various opportunities for children to develop self-awareness and competence as it relates to recognition of their thoughts, feelings, and perspectives. Cited activities facilitate children’s frequent exploration of their personal attributes and the attributes of others; discussion of their own thoughts and experiences; and reflection of emotions of themselves and others. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

<p>SE 2.b: Children develop the confidence to complete an action successfully or independently.</p>	<p>The curriculum provides various opportunities for children to develop self-awareness and competence as it relates to their confidence to complete actions successfully or independently. Through Practice Centers and Small Group Activities, children have autonomy to engage in independent and collaborative learning experiences that may require following multistep directions and problem solving. Teachers are encouraged to facilitate reflections on activities and support children in persisting through a task and using encouraging behavior to strengthen children’s confidence. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>
<p><i>SE 3: Self-Regulation</i></p>		
<p>SE 3.a: Children develop the ability to identify, express, and manage their emotions.</p>	<p>The curriculum provides various opportunities for children to develop self-regulation skills. Conscious Discipline, a comprehensive classroom management and social emotional program, is embedded throughout the curriculum. Research-informed rituals are built into the Greeting Circle and Closing Circle each day, supporting children to identify, express, and manage their emotions in a safe and appropriate way. Teacher embedded supports are included to guide play and encourage children’s persistence through challenges to support all children with succeeding. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>
<p>SE 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.</p>	<p>The curriculum provides various opportunities for children to develop the ability to manage impulses and express emotions appropriately, even in challenging situations. See notes in SE 3.a; the rituals occur each day, in the same location, and at the same time of day to build connection, disengage stress through calming strategies, and to develop commitments to be a helpful member of the class by focusing on a specific social skill. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>
<p><b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN TOTAL</b></p>		<p><b>6 / 6</b></p>

<b>DOMAIN 3: LANGUAGE DEVELOPMENT</b>		
<b>COMPONENT / STANDARD</b>	<b>REVIEWER NOTES</b>	<b>SCORE</b>
<i>LD 1: Receptive/Interpretive Language</i>		
LD 1.a: Children attend to, understand, and respond to increasingly complex language.	The curriculum provides opportunities for children to develop receptive/interpretive language skills. Cited activities facilitate children’s learning of increasingly complex language through small and whole group read aloud, Shared Writing, and Alphabet knowledge; however, there is a lack of evidence on how children are supported in developing specific and varied vocabulary. Vocabulary is introduced and defined through teacher-directed vocabulary cards; however, the cited activities do not describe how vocabulary is introduced and reinforced outside of this routine. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
<i>LD 2: Expressive Language</i>		
LD 2.a: Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	The curriculum provides various opportunities for children to develop expressive language. Cited activities facilitate children’s ability to use increasingly complex vocabulary, grammar, and syntax to express their thoughts and needs, which was notably evident in STEAM routine activities and opening/closing whole group rituals. 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>LD 3: Pragmatics</i>		
LD 3.a: Children understand, follow, and use appropriate social and conversational rules.	The curriculum provides various opportunities for children to develop pragmatics. Cited activities facilitate children’s ability to understand, follow, and use appropriate social and conversational rules, which was notably evident in whole and small-group read aloud, opening/closing whole group rituals, and during teacher-directed vocabulary and photo card instruction. 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>LD 4: Language Development of Multilingual Learners</i>		
LD 4.a: Multilingual children attend to, understand, and respond to increasingly	The curriculum provides opportunities for multilingual children to attend to, understand, and respond to increasingly complex language on a range of	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point

<p>complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language(s).</p>	<p>topics. The curriculum is available in English and Spanish and offers multi-cultural literacy collections, embedded dual-language differentiation supports, and phonological awareness routines. The curriculum’s dual-language emphasis is on Spanish and English; therefore, it is unclear what supports are available to children that speak a language other than Spanish. Partial credit is awarded.</p>	<p><input type="checkbox"/> 1 point</p>
<p>LD 4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s).</p>	<p>The curriculum provides opportunities for multilingual children to become increasingly proficient in expressing their thoughts and ideas in English and their home language(s). The curriculum is available in English and Spanish and offers embedded dual-language differentiation support throughout literacy small group, greeting circle rituals, and read aloud. The curriculum’s dual language emphasis is on Spanish and English; therefore, it is unclear what support are available to children that speak a language other than Spanish. Partial credit is awarded.</p>	<p><input type="checkbox"/> No points  <input checked="" type="checkbox"/> 0.5 point  <input type="checkbox"/> 1 point</p>
<b>LANGUAGE DOMAIN TOTAL</b>		<b>3.5 / 5</b>

<b>DOMAIN 4: LITERACY</b>		
<b>COMPONENT / STANDARD</b>	<b>REVIEWER NOTES</b>	<b>SCORE</b>
<i>L 1: Phonological Awareness</i>		
L 1.a: Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).	The curriculum provides opportunities for children to develop phonological awareness. Cited activities facilitate children’s ability to identify words in sentences, delete syllables in compound words, count syllables, recognize rhymes, identify onset-rimes, and identify beginning phonemes; however, activities focus on sight identification rather than sound identification with letter-sound relationships beginning in Theme 4. In accordance with the Science of Reading literature, it is important that letter-sound correspondence instruction be taught along with letter naming. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
<i>L 2: Print Concepts</i>		
L 2.a: Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.	The curriculum provides opportunities for children to develop increasing knowledge of print concepts. Cited activities facilitate children’s knowledge of letter-sound correspondence, identification of letters by sounds and names, and knowledge of letter formation through strokes. As indicated in L 1.a., the activities focus on sight identification rather than sound; letters are introduced based upon visual distinction (e.g., two similar and one visually different), with letter-sound relationships beginning in Theme 4. In accordance with the Science of Reading literature, it is important that letter-sound correspondence instruction be taught along with letter naming. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
L 2.b: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	The curriculum provides various opportunities for children to develop increasing knowledge of print concepts. Cited activities facilitate children’s knowledge of basic print conventions and awareness that print carrier meaning and spoken words are represented by text. Print concepts are intentionally taught through daily read aloud and Morning Message routines. 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>L 3: Comprehension and Interest</i>		

<p>L 3.a: Children show interest in and an understanding of a variety of literacy experiences.</p>	<p>The curriculum provides various opportunities for children to develop literacy comprehension and interest. Cited activities facilitate children’s interest in and understanding of a variety of literacy experiences through daily read alouds, Morning Meeting messages and shared writing activities. The curriculum exposes children to a variety of texts such as fiction, nonfiction/informational, literature, video e-books, and more. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>
<p><i>L 4: Literacy Development of Multilingual Learners</i></p>		
<p>L 4.a: Multilingual children become increasingly engaged in literacy experiences in English and their home language(s).</p>	<p>The curriculum provides various opportunities for multilingual children to become increasingly engaged in literacy experiences in English and in their home language. The curriculum is available in English and Spanish and offers embedded dual-language differentiation support throughout group read aloud routines (2 per day) and offers different modalities for story retelling (e.g., story folder props). Sentence patterns are used as supports for expression, vocabulary, and syntax development. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>
<p><i>L 5: Emergent Writing</i></p>		
<p>L 5.a: Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.</p>	<p>The curriculum provides various opportunities for children to develop emergent writing skills. Cited activities facilitate children’s use of drawing, dictating, and writing to show an increasing knowledge of writing conventions and demonstrate writing as a means of communication. These activities were prominent in the Writer’s Corner Practice Center, Guided writing, identification of symbols/signs; letter identification; and daily journal writing. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>
<p><b>LITERACY DOMAIN TOTAL</b></p>		<p><b>5 / 6</b></p>

<b>DOMAIN 5: COGNITIVE DEVELOPMENT</b>		
<b>COMPONENT / STANDARD</b>	<b>REVIEWER NOTES</b>	<b>SCORE</b>
<i>CD 1: Logic and Reasoning</i>		
CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	The curriculum provides various opportunities for children to grow cognitively in logic and reasoning. Cited activities facilitate children’s developing ability to plan and carry out complex sequences of actions, reflect on their experiences in developing solutions to a problem, and plan future strategies and solutions to problems drawing upon past knowledge and experiences. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>CD 2: Memory and Working Memory</i>		
CD 2.a: Children hold information in their mind and manipulate it to perform tasks.	The curriculum provides various opportunities for children to develop memory and working memory. Cited activities facilitate children’s ability to hold information in their mind and manipulate it to perform tasks such as: following multistep directions to effectively program the movement of Frog-E; solve simple word/picture story problems and mathematical equations; recall prior life experiences; and retell familiar stories. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>CD 3: Attention and Inhibitory Control</i>		
CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.	The curriculum provides various opportunities for children to develop attention and inhibitory control. Cited activities facilitate children’s increasing ability to filter impulses and sustain attention on a task, such as through many small group activities that span multiple days in a week and are multi-step (e.g., STEAM activities - Creating an obstacle course, constructing an animal habitat).	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>CD: Cognitive Flexibility</i>		
CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.	The curriculum provides various opportunities for children to develop cognitive flexibility. Cited activities facilitate children’s increasing ability to adjust to changes in demands, priorities, and perspectives; the beginning and end-of-day rituals continuously offer children with scaffolds for self-regulating, adapting to changes, and understanding different rules and behaviors that apply in different contexts. Children are also exposed to activities throughout the day that challenge them to sort and describe objects by attribute. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<b>COGNITIVE DOMAIN TOTAL</b>		<b>4 / 4</b>



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 opportunities for children to engage in activities that develop their learning of number sense and quantity. Cited activities marginally facilitate children’s engagement in number recognition, counting, and relationship skills; however, cited activities inconsistently address the depth and breadth of the standard. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input 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 opportunities for children to engage in activities that develop their learning of number relationships and operations. Cited activities marginally facilitate children’ learning of number comparisons and solving of mathematical situations; however, cited activities consistently address the depth and breadth of the standard. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input 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 a variety of opportunities for children to engage in activities that facilitate their recognition and understanding of classification and patterning. Cited activities facilitate children’s ability to order and sort objects by common attributes, identify patterns, and predict pattern sequences. 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 a variety of opportunities for children to engage in activities that facilitate their recognition and understanding of measurement, comparison, and ordering. Cited activities facilitate children’s ability to measure objects by their various attributes and to make comparisons. 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 5: Geometry and Spatial Sense</i>		
M 5.a: Children learn to identify shapes and their attributes, solve	The curriculum provides a variety of opportunities for children to engage in activities that facilitate their development of geometry and spatial reasoning.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point

problems using shapes, and explore the positions of objects in space.	Cited activities facilitate children’s ability to identify shapes and their attributes, solve problems using shapes, and explore the position of objects in space. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded.	<input checked="" type="checkbox"/> 1 point
<b>MATHEMATICS DOMAIN TOTAL</b>		<b>4 / 5</b>

<b>DOMAIN 7: SCIENCE</b>		
<b>COMPONENT / STANDARD</b>	<b>REVIEWER NOTES</b>	<b>SCORE</b>
<i>S 1: Scientific Practices and Application</i>		
S 1.a: Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.	The curriculum provides various opportunities for children to develop knowledge of scientific practices and application. Cited activities demonstrate the comprehensive opportunities available for children to develop all science and engineering practices associated with the cycle of inquiry. Activities span the breadth of the school year and build in complexity from the three-year-old program. Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities are integrated in each module/theme. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>S 2: Physical Science</i>		
S 2.a: Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).	The curriculum provides various opportunities for children to develop knowledge of physical science. Cited activities provide children with multiple opportunities to explore properties of objects and motion including the motion of themselves and other objects in their environment. The curriculum also provides children with introductory explorations of light and shadows as the year progresses. Activities span the breadth of the school year and increase in complexity across unit progression. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>S 3: Earth and Space Science</i>		
S 3.a: Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.	The curriculum provides various opportunities for children to develop knowledge of earth and space science. Cited activities clearly demonstrate the ways through which the features of earth and space and the components of weather are integrated into a variety of learning activities and investigations. It is important to note that the curriculum review team would encourage more activities related to natural resources and survival, or amended citations of activities that address this component of the standard. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>S 4: Life Science</i>		
S 4.a: Children begin to learn about the characteristics, needs, and life cycles of living things and how they	The curriculum provides various opportunities for children to develop knowledge of life science. Cited activities demonstrate the ways through which children learn about the characteristics, needs, and life cycles of living things	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

get their needs met within a particular environment.	and how living things get their needs met within a particular environment. Activities span the breadth of the school year and increase in complexity across unit progression. Full credit is awarded.	
<b>SCIENCE DOMAIN TOTAL</b>		<b>4 / 4</b>

DOMAIN 8: SOCIAL STUDIES		
COMPONENT / STANDARD	REVIEWER NOTES	SCORE
<i>SS 1: Civics &amp; Government</i>		
SS 1.a: Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.	The curriculum provides various opportunities for children to develop increasing knowledge of civics and government. Cited activities, such as the morning rituals, facilitate children’s understanding of personal responsibility and agreed-upon rules that they are challenged to uphold each day. There are many and varied activities that augment children’s understanding of the classroom community (e.g., class jobs), families, and the greater community (e.g., community helpers, community safety). There is also evidence of children learning the Pledge of Allegiance. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>S 2: Economics</i>		
SS 2.a: Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.	The curriculum provides opportunities for children to develop increasing knowledge of economics. Cited activities facilitate children’s exploration of occupations and their purpose in the community, and these activities are present across curricular themes (e.g., Theme 3 – Jobs of family members; Theme 5- Architects and Engineers). The curriculum offers some opportunity for children to learn about currency (e.g., Theme 2 – Story about saving money) and supply/demand (e.g., Theme 2 – needs of a pet); however, these topic were marginally addressed and did not necessarily span the breadth of the school year. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
<i>SS 3: History</i>		
SS 3.a: Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.	The curriculum provides opportunities for children to develop increasing knowledge of history. Cited activities facilitate children’s ability to understand the passage of time through story sequencing (e.g., Theme 1: Learning about “before,” “during,” and “after” with Chloe Gets Ready for School), and through observation of scientific phenomena over time (e.g., Theme 7 – Butterfly metamorphosis; Theme 9 – concept of time). It is important to note that many of these activities do not occur until the end of the school year, verses immersing children in a gradual progression throughout. Furthermore, the cited	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point

	activities marginally demonstrate children’s understanding of historical changes in events, people, and the world. Partial credit is awarded.	
SS 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures.	The curriculum offers various opportunities for children to gain awareness of History as it relates to diversity. Cited activities facilitate children’s understanding of differences amongst themselves (e.g., Theme 1 - skin color, texture), cultures (e.g., Theme 3 – multicultural foods; Theme 6 – food and celebrations), and families (e.g., Theme 2 – comparing families and family stories). Furthermore, the curriculum is offered in a bilingual modality; therefore, teachers may read texts in both English and/or Spanish to immerse children in diverse lingual experiences. It is important to note that, while there is evidence of this standard in some of the activities cited, it is generally marginally addressed. Partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
<b>SS 4: Geography</b>		
SS 4.a: Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.	The curriculum offers various opportunities for children to develop increasing knowledge of Geography. Cited activities facilitate children’s ability to interact with tools that study location (e.g., maps, globes) as they determine the locations of book characters, their relatives, and multicultural foods in relation to location (Theme 2). Activities related to Geography are concentrated in Theme 6 which focuses on travel. Throughout this theme, children learn about different environments, animals, landforms/natural wonders, and locating places on maps. There are opportunities to engage in geography throughout other units as children read texts that address multicultural topics (Theme 4 – Maria had a Little Llama) and during Seasons/Weather (Theme 9). Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<b>SOCIAL STUDIES DOMAIN TOTAL</b>		<b>3.5 / 5</b>

**DOMAIN 9: CREATIVE ARTS**

<b>COMPONENT / STANDARD</b>	<b>REVIEWER NOTES</b>	<b>SCORE</b>
<i>CA 1: Experimentation and Participation in the Creative Arts</i>		
CA 1.a: Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.	The curriculum provides various opportunities for children to gain an appreciation for and participate in the creative arts, related to music and movement, drama, and the visual arts. Across the scope of the school year, children have regular access to the creative arts via Practice Centers (e.g., Creativity Station, Pretend and Learn, Fine Motor, Writer’s Corner), and Morning Message – Music and Movement. Children are also given creative autonomy during small group literacy (e.g., writing or acting out a story), mathematics, and STEAM (e.g., writing or acting out a story; designing and engineering solutions to problems; using shapes to construct buildings). Note that the Pretend and Learning Practice Center is not continuously facilitated in this curriculum; however, programs that utilize this curriculum will need to ensure that a Dramatic Play center is consistently open to maintain a high-quality ECERS-3 rating. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<b>CREATIVE ARTS DOMAIN TOTAL</b>		<b>1 / 1</b>

## 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>Founded in 1989, Frog Street released their Pre-K curriculum in 2011. Frog Street Pre-K was developed with key research cornerstones including early brain development research, supporting learning domains, integrating strong self-regulation and social emotional development with Conscious Discipline, and ensuring intentionality to meet the needs of all learners. Each research and theoretical cornerstone is discussed in detail with appropriate research citations in these <a href="#">supplemental resources</a>.</p> <p>There is one recent publication, authored by researchers at John Hopkins University that explores the evidence-basis and efficacy of the Frog Street Pre-K Curriculum.</p> <ul style="list-style-type: none"> <li>• <a href="#">Grant, A., Cook, M., &amp; Ross, S. (2023). <i>The Impact of the Frog Street Pre-K Curriculum on 2021-22 Pre-K Gains and Kindergarten Readiness</i>.</a></li> </ul> <p>The study examined the association between Frog Street access (at the district level) and student learning gains, comparing Fall 2021 to Spring 2022 learning gains on the CIRCLE assessment for Pre-K between children with access to Frog Street compared to children that accesses another curriculum (n = 78,000 children in Texas). Key findings of the study found generally positive associations between the Frog Street curriculum and student learning gains; and students in this sample experienced larger learning gains than peers that were exposed to another curriculum. The only statistically significant association was between learning gains in reading on the Spanish language version of the assessment, when comparing the two sample groups; however, all other metrics were not statistically significant.</p> <p>Additional studies are cited, highlighting pre- and post-data from various school districts to suggest children utilizing this curriculum make gains in language, literacy, and math outcomes; however, these associations are positive, yet not statistically significant. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 2 points  <input checked="" type="checkbox"/> 4 points</p>
<b>SECTION II TOTAL</b>	<b>4 / 4</b>