

## 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
<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>	Teaching Strategies: The Creative Curriculum for Pre-K
<b>Curriculum Type:</b>	<input checked="" type="checkbox"/> Comprehensive <input type="checkbox"/> Content-Specific:
<b>Review Score:</b>	<b>43 / 47 points</b>
<b>Review Recommendation</b>	<input checked="" type="checkbox"/> Tier 1 Approved (>/= 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>

## TIER 1 REVIEW

### 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 physical activity. Intentional learning experiences and Mighty Minutes that occur across the school year provide children with structured opportunities to engage in physical activity. The curriculum’s daily schedule recommends 60-80 minutes of outdoor/gross motor time per day, which gives children the opportunity to engage in unstructured physical activities. 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 gradually learn strategies for responding to them. Intentional Learning Activities that occur across the school year provide children with opportunities to develop knowledge of conflict resolution, making choices (within the context of learning activities), and the consequences of different behaviors or sequences. Intentional teaching experiences may be reinforced throughout the school year and scaffolded according to children’s level of development. 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. Focus Question 7 within the “First Six Weeks” curricular guide is centered on the topic of “How can I do things for myself?” Associated learning activities facilitate children’s ability to engage in learning activities with increasing independence, recognize self-care routines through 3-step instruction cards, and initiate new responsibilities by assuming classroom jobs. Activities span the breadth of the school year	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

	and goals and objectives increase in complexity across the unit progression. Full credit is awarded.	
<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 ability to roll, kick, catch, and throw balls, spin their bodies while maintaining balance, engage in warm-up exercises, and run. 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
PH 2.b: Children develop traveling skills	The curriculum provides various opportunities for children to develop travelling skills. Cited learning activities facilitate children’s ability to integrate different gross motor movements with increasing sophistication to balance, gallop, skip, jump, tiptoe, and move through obstacle courses. 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>PH 3: Fine Motor Development</i>		
PH 3.a: Children develop small-muscle control, strength, and coordination	The curriculum provides various opportunities for children to develop small-muscle control, strength, and coordination. Intentional Learning Activities that occur across the school year provide children with opportunities to engage in various fine-motor tasks (e.g., stringing beads, sewing, modeling dough), and tools (e.g., scissors, eyedroppers). Intentional teaching experiences may be reinforced throughout the school year and scaffolded according to children’s level of development. 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. Intentional Language and Literacy Learning Activities that occur across the school year provide children with opportunities to use tools (e.g., crayon, pencils) to write and draw. Activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression from drawing and writing	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point



	letter-like forms to writing increasingly sophisticated letters and words. Full credit is awarded.	
<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 trust in and engage with familiar adults. The curriculum's foundation volumes (Volume 3: Social-Emotional, Physical & Cognitive Development) offer explicit guidance to educators on observing, planning for, and interacting with children in intentional ways. Furthermore, Intentional Learning Activities and Mighty Minutes which occur across the school year provide opportunities for teachers to interact with children on an individualized basis to scaffold their development of increasingly complex skills. The curriculum facilitates communication, collaboration, and pro-social behaviors among children and adults. 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 their peers. Intentional Learning Activities and Mighty Minutes which occur across the school year provide opportunities for children to develop an increasing ability to communicate, collaborate, resolve conflicts, and develop friendships with peers. The curriculum consistently offers intentional, yet open-ended play options that foster interactions and prosocial behaviors, with scaffolded teacher support. 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>		

<p>SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</p>	<p>The curriculum provides various opportunities for children to develop a sense of self. Cited learning activities facilitate children's ability to listen to, express, and write their thoughts and feelings, and the feelings of others. Children are given journals that they may regularly access to record their thoughts, ideas, and observations. Center-based small group activities and large-group roundups provide opportunity for children's exploration and communication with peers and adults on a regular basis. 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 2.b: Children develop the confidence to complete an action successfully or independently.</p>	<p>The curriculum provides various opportunities for children to develop the confidence to complete an action successfully or independently. The "First Six Weeks" and "Getting Ready for Kindergarten" teaching guides include embedded "playful observations;" guiding questions focused on observing and supporting children's social, emotional, and cognitive skills. Cited playful observations facilitate children's increasing ability to play with intention, express their creativity, and eventually complete complex tasks independently. Intentional teaching experience provides opportunities for teachers to scaffold children's ability to follow rules and routines with success and increasing independence (e.g., clean up; make choices; classroom jobs). 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 the ability to identify, express, and manage their emotions. Cited learning activities facilitate children's increasing ability to identify, express, and manage their emotions. Intentional Teaching Experiences provide teachers with strategies on scaffolding children's self-regulation skills throughout the school year in ways that may be embedded into center-based or small-group activities (e.g., calm-down place; where are my feelings; I don't like that). Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>

SE 3.b: Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.	The curriculum provides various opportunities for children to develop the ability to manage impulses and express emotions appropriately even in challenging situations. Cited learning activities facilitate children’s increasing ability to follow rules and routines and make choices with focus and intent. Playful observations and embedded within the teacher guide redirect, and scaffold children to express emotions appropriately and persevere when faced with challenging emotions. Full credit is awarded	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN TOTAL</b>		<b>6 / 6</b>

<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 various opportunities for children to develop receptive/interpretive language. Learning activities offer many opportunities for children to ask and answer open-ended questions, respond to prompts to support the development of response, follow multi-step directions with increasing difficulty, and participate in collaborative activities. Learning 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 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. Learning activities facilitate children’s frequent and systematic exposure to vocabulary. Vocabulary is incorporated into activities and children are encouraged to use new vocabulary in their play (e.g., Terrarium – there is a turtle and a terrarium in the classroom). Teachers are encouraged to model use of a children’s dictionary to research the meaning of a word. Children are given frequent opportunity to ask and answer open-ended questions and follow-up questions to sustain multiple serve-and-return interactions. Learning activities span the breadth of the	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

	school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded	
<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. Learning activities facilitate children’s ability to work and learn collaboratively with peers (in small and large groups), engage in serve-and-return interactions that require listening and speaking, and take turns while in play. The teacher guide offers suggestions for the ways that teachers may scaffold language to get deeper, more sustained responses and build conversational skills. Learning 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 complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language(s).	The curriculum provides various opportunities for multilingual children to attend to, understand, and respond to increasingly complex language on a range of topics. Learning activities facilitate multilingual children’s exposure to vocabulary and children are encouraged to use new vocabulary when responding to teachers and working with peers. During music and verbal activities, multilingual children are given the opportunity to express themselves but may also watch before participating. The curriculum includes picture/vocabulary cards and Spanish texts to support implementation. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
LD 4.b: Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s).	The curriculum provides various opportunities for multilingual children to become increasingly proficient in expressing their thoughts and ideas in English and their home language(s). Learning activities immerse children in new English vocabulary; however, there are strong connections made to home languages and cognates. Children are encouraged to participate in conversations with peers and develop vocabulary and discourse is continued through direct instruction and intentional play experiences. The curriculum includes texts and resources in English and Spanish. Learning activities span	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

	the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded	
<b>LANGUAGE DOMAIN TOTAL</b>		<b>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 various opportunities for children to develop phonological awareness. Cited learning activities facilitate children’s ability to ask and respond to questions, identify the number of syllables in a word (e.g., clapping), and identify individual phonemes in a word through learning extensions. Learning activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. It is important to note that there are multiple sources of evidence aligned to this standard throughout the curriculum that is not addressed in Appendix B. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" 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 various opportunities for children to develop knowledge of print concepts. The curriculum facilitates children’s increasing knowledge of letter-sound correspondence and letter identification. Children can recognize and identify rhymes, identify/connect phonemes with sounds at the beginning of words, connect letter-sounds with letter-names, and identify the sound and/or name of letters while playing a game (e.g., LL48 – children	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

	match letters to something in classroom that starts with the letter; teacher prompts children to identify the sound that is made). Full credit is awarded.	
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 knowledge of print concepts. Learning activities prompt children to ask and answer questions related to texts and provide detail on narratives; facilitate children's awareness of basic print conventions (e.g., where to begin reading, tracking text left to right) and recognition of text structures (e.g., words are separated by spaces; labels). The curriculum recommends many texts that span multiple genres. 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>		
L 3.a: Children show interest in and an understanding of a variety of literacy experiences.	The curriculum provides various opportunities for children to develop comprehension and interest in literacy experiences. Learning activities facilitate children's exposure to multiple genres of text. Child are given latitude to choose books they would like to read and identify the text structures they may find in the book or what genre the book belongs to (e.g., fiction vs. nonfiction). Children participate in author studies and picture walks to develop interest and background knowledge in literacy. A strong selection of texts are accessible with this curriculum and there are options to listen to text on the digital Creative Curriculum platform. Full credit is awarded.	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point
<i>L 4: Literacy Development of Multilingual Learners</i>		
L 4.a: Multilingual children become increasingly engaged in literacy experiences in English and their home language(s).	The curriculum provides various opportunities for multilingual children to become increasingly engaged in literacy experiences in English and their home language(s). Learning activities immerse children in text (books) in both English and Spanish. The curriculum embeds considerations for multilingual learners, cultures, and connections to home languages throughout the teachers guides. Learning 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 5: Emergent Writing</i>		
L 5.a: Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and	The curriculum provides various opportunities for children to develop emergent writing skills. Learning activities facilitate children's increasing ability to draw, dictate, and write to show knowledge of writing conventions and demonstrate	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

demonstrate writing as a means of communication.	writing as a means of communication. Child are given ample opportunity to demonstrate growth in emergent writing – from drawing messages, dictating text to teachers and writing their name to “sign in,” to writing story/thinking about topics or write sounds they hear in isolation or in words. Learning activities span the breadth of the school year and goals and objectives increase in complexity across the unit progression. Full credit is awarded.	
<b>LITERACY DOMAIN TOTAL</b>		<b>6 / 6</b>

<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 opportunities for children to develop logic and reasoning skills. Cited activities facilitate children’s ability to learn classroom routines and rules, make comparisons, and solve conflicts in social situations. While there are some opportunities to develop logic and reasoning, the cited activities do not demonstrate the ways in which the curriculum supports children’s ability to solve complex problems by carrying out sequences of actions, use information to test and retest attempted solutions to a problem, nor explain reasonings behind strategies and why they may or may not have worked. The depth of the standard is not addressed in the citations provided; therefore, partial credit is awarded.	<input type="checkbox"/> No points <input checked="" type="checkbox"/> 0.5 point <input 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 opportunities for children to develop memory and working memory. Cited activities facilitate children’s ability to follow detailed, multi-step directions, and make quantitative comparisons between groups of objects within the context of Intentional Teaching Experiences (e.g., M61 – Shake, Rattle, Roll; M77 – Board Games; M03 – Seek and Find). Mighty Minutes offer opportunities for larger groups of children to engage in memory exercises	<input type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input checked="" type="checkbox"/> 1 point

	and simple mathematics problem solving (e.g., #265 – More or Fewer). Full credit is awarded.	
<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 learning activities facilitate children’s increasing ability to filter impulses and sustain attention on a task. Mighty Minutes challenge children to engage in whole group activities with peers that require them to listen to peers, follow instructions, and take turns. Intentional Teaching Experiences challenge children to make and stick to intentional play decisions (e.g., SE15 – Making Choices), and persist while engaging in a variety of different activities that may be more challenging. Full credit is awarded.	<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. At the beginning of the school year in “The First Six Weeks,” children are intentionally introduced to strategies that guide them to regulate their emotions, make intentional choices in play, resolve conflicts, and understanding the rules and routines of the classroom. Each of these strategies are reinforced throughout the school year as needed and support children’s ability to adjust to changes in different demands, priorities, and perspectives in the classroom setting and world. 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>3.5 / 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 various opportunities for children to develop number sense and quantity skills. Learning activities facilitate children’s immersion in all aspects of number recognition, counting skills, and the relationship between numbers and the quantities they represent, including subitizing, counting, and recognizing numerals. 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 develop understanding of number relationships and operations. Learning activities facilitate children’s increasing ability to compare quantities and solve mathematical situations, including counting sets of objects and determining which has more/less/the same, using toys and other objects to solve simple addition problems, and using one-to-one correspondence. 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 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 various opportunities for children to develop understanding of classification and patterning. Learning activities facilitate children’s ability to order and sort objects by common attributes, identify patterns, and predict the next sequence of a pattern. It is important to note the most pattern-related activities involve extending or replicating patterns and minimally involve growing or enlarging patterns. Despite this, learning 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 various opportunities for children to develop an increasing understanding of measurement, comparison, and ordering. Learning activities facilitate children’s exposure to mathematical tools (e.g., for weight, for measurement), use of mathematical language, and opportunity to order items by relative attributes. 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 problems using shapes, and explore the positions of objects in space.	The curriculum provides various opportunities for children to develop an increasing understanding of Geometry and Spatial Sense. Learning activities facilitate children’s ability to identify shapes and their attributes, solve mathematical situations using shapes, and explore the positions of objects in space. It is important to note that learning activities did not provide opportunities for children to name three-dimensional shapes. Despite this, learning 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
<b>MATHEMATICS DOMAIN TOTAL</b>		<b>5 / 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 applications. Learning activities facilitate children’s engagement in inquiry process, embedded within the curriculum’s “study” structure and lessons. Children can develop questions, plan and carry out investigations, collect and analyze data, generate and share findings and ideas, and use and apply new knowledge to solve problems. Learning 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>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 scientific practices and applications. Learning activities facilitate children’s increasing knowledge of basic concepts related to the properties of objects and materials (e.g., Ice cubes, Feely Box), forces and motion (e.g., simple machines), and energy (e.g., Light Study; Camera Study). Learning 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>S 3: Earth and Space Science</i>		

<p>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.</p>	<p>The curriculum provides various opportunities for children to develop knowledge of earth and space science. Learning activities facilitate children’s ability to gain increasing knowledge of the features of earth and space, the components of weather (e.g., Eye on the Sky), and how all living things depend on natural resources to survive (e.g., Seed Study; A Seed in Need). Learning 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>S 4: Life Science</i></p>		
<p>S 4.a: Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.</p>	<p>The curriculum provides various opportunities for children to develop knowledge of life science. Learning activities facilitate children’s ability to gain increasing knowledge of the characteristics (e.g., Observing Insect Life; Living or Nonliving), needs (e.g., Making a Birdfeeder), and life cycles of living things and how they get their needs met within a particular environment (e.g., Making a Birdfeeder; Garden Party). Learning 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>SCIENCE DOMAIN TOTAL</b></p>		<p><b>4 / 4</b></p>

<b>DOMAIN 8: SOCIAL STUDIES</b>		
<b>COMPONENT / STANDARD</b>	<b>REVIEWER NOTES</b>	<b>SCORE</b>
<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 knowledge of civics and government. “The First Six Weeks” of the curriculum is dedicated to building the classroom community, guiding children to develop an understanding of classroom rules, routines, and what it means to be a part of the pre-k classroom. The curriculum facilitates discussions of rules across various contexts (e.g., rules at home/school/community), and the importance of rules in caring for the community. Learning activities span 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
<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 knowledge of economics. Cited activities facilitate children’s learning and understanding of jobs that people may have (e.g., Grocery store, city planner) and learn more about what it means to purchase items using money and utilize coupons. Besides Investigation 2 and the Architecture study, there are minimal opportunities for children to learn about occupations, supply and demand, and currency. 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 does not provide many and varied opportunities for children to develop knowledge of history as it relates to the passage of time. Cited learning activities may discuss sequencing (e.g., before/next/then; morning/night); however, these activities do not deeply investigate changes in events, people, and the world over time, from a historical perspective. No credit is awarded.	<input checked="" type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
SS 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures.	The curriculum does not provide many and varied opportunities for children to develop knowledge of history as it relates to diversity in families, communities, and cultures. The curriculum recommends texts relating to families, communities, and neighborhoods in recommended book lists for the library center, which children may access as center choice; however, there is no evidence that concepts of diverse families, communities, nor cultures is integrated through explicit instruction, into the curricular year. Other citations are unrelated to this standard. No credit is awarded	<input checked="" type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
<i>SS 4: Geography</i>		
SS 4.a: Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.	The curriculum does not provide many and varied opportunities for children to develop knowledge of Geography. The Architecture Study discusses spatial relationships relating to building floor plans, maps, and city planning; however, this unit reflects a deep study of building and community design verses reflecting a focus on geographical concepts of location and physical characteristics of the environments in which they live (e.g., landforms, water sources, spatial recognition). This standard is not addressed in depth across the breadth of the curriculum; therefore, no credit is awarded.	<input checked="" type="checkbox"/> No points <input type="checkbox"/> 0.5 point <input type="checkbox"/> 1 point
<b>SOCIAL STUDIES DOMAIN TOTAL</b>		<b>1.5 / 5</b>

DOMAIN 9: CREATIVE ARTS		
COMPONENT / STANDARD	REVIEWER NOTES	SCORE
<i>CA 1: Experimentation and Participation in the Creative Arts</i>		

<p>CA 1.a: Children gain an appreciation for and participate in the creative arts related to music &amp; movement, drama, and the visual arts.</p>	<p>The curriculum provides various opportunities for children to experiment and participate in the Creative arts. Cited activities facilitate children’s regular immersion in music and movement activities, drama, and the visual arts. Creative Arts related activities span across the breadth of the school year and are embedded within Interest Areas (e.g., Art Center; Dramatic Play), Intentional Teaching Experiences, and Mighty Minutes. Full credit is awarded.</p>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 0.5 point  <input checked="" type="checkbox"/> 1 point</p>
<b>CREATIVE ARTS DOMAIN TOTAL</b>		<b>1 / 1</b>

**SECTION 2: EVIDENCE-BASED AND THEORETICAL METHODOLOGY (For ECCE Team use only)**

**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 <i>Creative Curriculum</i> is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. The curriculum includes a set of seven volumes that provide the knowledge-base of the curriculum along with Daily Resources with step-by-step guidance through Teaching Guides and additional teaching tools. The curriculum is rooted in child development and learning theory from well-known theorists – Dewey, Vygotsky, Erikson, Piaget, and more. The vendor developed an <a href="#">overview</a> as well as developmental domain-specific “Research Foundation” resources which thoroughly describe the ways in which research is applied within the structure of <i>The Creative Curriculum</i> (e.g., see p. 6 within <a href="#">Research Foundation Language &amp; Literacy</a>).</p> <p>There are some additional cited studies available, which examine The Creative Curriculum for Preschool’s efficacy. These studies indicate that children experienced growth in CLASS scores after exposure to the curriculum over 2 school years.</p> <ul style="list-style-type: none"> <li>• <a href="https://teachingstrategies.com/wp-content/uploads/2017/03/TS-Curriculum-Effectiveness-Study-2013.pdf">https://teachingstrategies.com/wp-content/uploads/2017/03/TS-Curriculum-Effectiveness-Study-2013.pdf</a></li> </ul>	<p><input type="checkbox"/> No points  <input type="checkbox"/> 2 points  <input checked="" type="checkbox"/> 4 points</p>

- This study was conducted over a period of 2 academic year and involved two cohorts of 4-year-old preschool children across 45 preschool classrooms in the mid-Atlantic region and Florida, utilizing a pretest/posttest research design with a control and treatment group, the latter of which was exposed to The Creative Curriculum, and professional development associated with the Curriculum.
- This study found that teachers who had more time with The Creative Curriculum were able to increase their efficacy, leading to higher student achievement. Furthermore, children in classrooms that used a separate curriculum did not show the same gains in literacy or math as did those in Creative Curriculum classrooms.
- [https://teachingstrategies.com/wp-content/uploads/2018/09/TS-Rsrch\\_Impact-Research-Based.pdf](https://teachingstrategies.com/wp-content/uploads/2018/09/TS-Rsrch_Impact-Research-Based.pdf)
  - This study was continued over a period of 2 academic years and involved 3- and 4-year-old preschool children across 30 preschool classrooms across different parts of the United States, utilizing classroom observation data (TSG), The Fidelity Tool for Administrators (administered by Teaching Strategies) and the CLASS.
  - This study found that the curriculum improved teacher’s ability to provide meaningful instructional support for children in preschool classrooms, that professional learning received as useful and effective in implementing the curriculum, resulting in higher CLASS scores and improvement recorded in TSG child outcomes data across the 2-year period.

While the Pre-K-specific curriculum is new and does not cite any peer-reviewed journal articles evaluating its efficacy, *the Creative Curriculum for Preschool and Pre-K* each articulate a strong theoretical and evidence-base grounded in child development research. Full credit is awarded.