

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: [PreschoolPalace.org Program A](#)

Age Levels: **Three and Four**

Publisher: **CM Marketing**

Copyright: **2013**

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

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Within Parameters of Stnds. (Non-Negotiable)
	2. Appropriateness of Materials (Non-Negotiable)
	3. Complexity of Materials (Non-Negotiable)
	4. Quality of Materials (Non-Negotiable)
	5. Assessment (Non-Negotiable)

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

Tier 1 ratings receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.

Tier 2 ratings receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the children’s developmental level and address each of the domains listed below):</p> <ul style="list-style-type: none"> ○ Approaches to Learning, ○ Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, ○ Language and Literacy Development, ○ Physical Well-being and Motor Development, and ○ Social-Emotional Development. 	<p>No</p>	<p>While the curriculum addresses each of the domains of the Birth to Five Early Learning and Development Standards, it does not provide explicit and substantial activities that would enable children to meet them.</p> <p>Although there are occasional examples that meet some of the standards (see a few examples below), the majority of the curriculum provides such general or limited information that it would not support children's ability to meet the standards:</p> <p>Approaches to Learning: AL1 (Engage in play-based learning): Month 3 Day 18 page 63 - the lesson plan outlines how to set up and maintain a Grocery Store in the Dramatic Play Area and children have opportunities to act out being the customer and the worker. There are moments throughout the year where the Dramatic Play Area is changed such as creating a Castle in Month 4 Day 13 page 78 and a Bakery on Day 20 page 85. AL2: (Demonstrate attention, engagement and persistence) Month 1, Day 7, page 12 - children plan where to place and paint the tree and branches on the board or poster, where to place the apples on the branches, and how many apples to put on a branch, and whether they will use fingerprints, real apples, or apple mosaics to make the apples for their tree.</p> <p>Cognitive Development Creative Thinking and Expression CC1 (Develop appreciation for music; participate in music/movement activities): Month 1, Day 11, page 16 - children sing and express thoughts and feelings through movement and musical activities such as in The Baby Bumblebee song (e.g. feelings about how it feels to be stung by a bumblebee,</p>

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			<p>and the yucky feeling one may have when the bumblebee is squished); CC2: Month 8 Day 3 page 148 teaching the color purple by mixing colors to create the color purple using paints and food coloring.</p> <p>Cognitive Development: Mathematics: CM1 (Understand number/ways of representing numbers), Month 2, Day 1, page 42. In this circle time activity children tell how many after counting a set five or fewer items. In this activity, the children learn about the number two (2) and are grouped into pairs of two. They are asked to search the classroom for two of the same items and bring them back to the circle.</p> <p>Cognitive Development: Science: CS1 (Develop ability to carry out scientific inquiry), Month 7, Day 17, page 142 -children use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets).</p> <p>Cognitive Development: Social Studies: CSS 3 (Develop awareness of geographic locations)- Month 9, Day 14, page 179. During the Circle Time activity, the teacher uses a globe or map to introduce to students where jungles can be found.</p> <p>Language and Literacy LL3 (Develop an interest in books and their characteristics), Month 7, Day 1, page 126. Day 1, the children are introduced to Dr. Seuss, and the teacher explains to the children that Dr. Seuss is an author, describes parts of a book; author, title, illustrator, page numbers, spine, etc.; LL4, children have opportunities to retell favorite stories Month 4 Day 13 page78; LL6 (Demonstrate understanding of different units of sound in language), Month 7, Day 1, page</p>

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			<p>126- During "Rhyme Time" the concept of rhyming is taught using simple familiar words such as cat, bat, rat, sat, etc. She discusses how Dr. Seuss used rhymes in many of his books. The teacher goes back to the Dr. Seuss book that was just read. She focuses the students' attention on rhyming words and read them slower. She asks them to describe which words rhyme.</p> <p>Physical Well-Being and Motor Development PM1 (Develop large muscle control and coordinate movements), Month 1, Day 15, page 20 - children have opportunities to develop traveling and balancing skills while moving, jumping, hopping, stretching, and bending to Song 1 and Song 2; Month 3, Day 7, page 52- children learn to sustain balance during complex movement experiences while playing hopscotch.</p> <p>Social-Emotional Development SE2 (Develop positive self-identity and sense of belonging) Month 1, Day 3, page 8. During circle time students discuss what makes a good friend and place their handprints onto a friend's paper</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Materials and activities are provided through both teacher-directed and student-initiated experiences. The teacher-directed activities are evident in the sample schedule. The teacher-directed activities include the daily Circle Time, Songs, Table Time Activities, Crafts, Snack Time, Music and Movement, and Story Time. The child-initiated activities are evident in the sample schedule found on page 2. As students arrive they are given "free play." Children are free to make choices about what they want to do. There is a Center Time and the Inside Wind Down. This is where students can play in activity areas while the teacher individualizes. The schedule also includes an Outdoor Play time which allows children to use a variety of things to engage in play. Within the daily lesson there is evidence of</p>

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			teacher-directed discussions. For example, in Month 4, Day 3, page 68, the teacher asks, "Who in the class is 4 years old? Who in the class will be 4 on their next birthday?"
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.</p>	No	Most of the daily lesson plans reference a printable for each instructional skill taught. There are a substantial number of printables referenced in the curriculum which as an instructional approach, limits opportunities for hands-on or interactive methods of instruction and learning.
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	No	<p>There is not enough evidence throughout the curriculum to conclude that materials and activities are culturally sensitive. A few examples can be found in Month 3, Day 10, page 55 that may suggest or imply activities are taking place that may be culturally sensitive. For example, the children complete craft and writing activities: A Family Collage and A Family Portrait. For the Family Collage, the children go through magazines and find pictures of all the things their mothers and dads do and things they like to do as a family. For the Family Portrait, the children are given a variety of materials to paint, draw, and decorate a picture of everyone in their family.</p> <p>Additionally, there is no evidence of culturally sensitive materials. There are missed opportunities for the curriculum to expand or elaborate on less traditional holidays such as Chinese New Year, Cinco de Mayo, and Hanukkah. The Holiday Supplements on page 1 include Halloween, Thanksgiving, Christmas, New Year, Valentine's Day, St. Patrick's Day, Easter, Mother's Day, and Father's Day. A review of the book list on page 5 reveals the curriculum includes a variety of narrative texts. It does not include informational texts to provide opportunities for inclusion of representations of</p>

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	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p>Yes</p>	<p>varying cultures and ethnicities.</p> <p>Materials and activities are incorporated throughout a variety of settings including Circle Time, Centers, Small Group Time, and Individualized attention. A Sample of a full-day childcare program with integrated preschool Schedule is detailed on page 2. The schedule includes Free-play, Circle Time, Table-Time, Outdoor play, Centers, and an Inside-Wind down time that allows the teacher to focus on one to one activities with each child or pairs while other students are in activity areas. The Adult-child interactions are evidenced throughout the day with activities that involve both the teacher and child as seen in each Lesson Plan. The Learning Environment is created to include centers to allow student to actively explore a variety of materials that are easily assessable, as well as, allow student the opportunity to role play different scenarios as the teacher stages the centers. The curriculum supports the flexibility of a traditional educational setting; therefore, only one sample- of-the-day schedule is included.</p>
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>No</p>	<p>Materials and activities address all of the domains and skills. However, because there is significant dependence on printables (worksheet style) activities, they are not as appropriate in order to sufficiently support children's development in those domains.</p> <p>This program does use low-cost and commonly used materials traditionally found in homes and classrooms. Unique materials that may be used were listed for each day of each month. Items such as: crayons, markers, paint, paper, playdough, glue, etc. are commonly used items. Sensory bins and tables are frequently utilized. Healthy snacks and foods are used for cooking activities.</p>

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<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>3a) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way).</p>	<p>No</p>	<p>Materials and activities do not present a logical and coherent progression of complexity over time. The curriculum lacks vocabulary with increasing complexity in the area of language and literacy. The curriculum does not support repeated/ regular read-alouds of texts, nor does the book list on page 5 include a mix of both narrative and informational texts.</p> <p>There are minimal indications of Mathematics skills building in complexity as well. The curriculum does not mention using frequent mathematical vocabulary. The mathematical skills addressed in this curriculum focus on rote counting and counting objects. Many of the Standards indicators are not addressed, for example: Month 3 Day 9 page 54. The daily focus is the shape of a square. Children are provided opportunities to identify the shape, but they are not given the opportunity for engagement in more complex activities such as replicating the shape on their own or decomposing the shape to define its attributes. The teacher initiates the description of the shape's attributes.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children's background knowledge and vocabulary development • Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding 	<p>No</p>	<p>Language and literacy development is not emphasized through resources and activities supported through regular read-alouds of appropriate developmental texts. The curriculum gives a suggested book list on page 5 arranged into 10 months. The list contains 1-4 books per month focused on strictly narrative texts and does not include any informational texts. The lesson plans do not contain a separate story time for the teacher to follow. The curriculum does not include consistent read-aloud moments. In Theme 1, there is only one specific moment where a recommended book is suggested during Circle Time on Day 4 page 9. Theme 2 has two days where a read aloud is mentioned during circle Time on Days 3 and 10. The curriculum does not support an opportunity to build vocabulary within the text or contextual and background knowledge. The curriculum does not</p>

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	<p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		<p>consistently provide the teacher with suggested higher order thinking skill questioning to draw meaning from texts.</p>
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <i>Louisiana Birth to Five Early Learning and Development Standards</i>.</p>	<p>No</p>	<p>Number sense activities are not found to occur on a daily basis. For example: In Unit 1, it is not until Day 8 that number activities (Song #2 and apple seed counting activity) are introduced. There is limited or no discussion about numbers or quantity, for example: Month 2, Days 4, 7, 12, and 18 are the only days when some type of math activity is presented.</p> <p>There are some math materials and activities devoted to helping children understand numbers, ways of representing numbers, relationships between number and quantities, and problem-solving. For example, Month 1, Day 14, page 19 includes a song where students count 1, 2, and 3. During the Movement activity students play a game of bowling with cups and count how many cups they knocked down the first time, then the 2nd, and add them up to get a total. Also, In Month 1, Day 8, page 13 - During the circle time activity the children complete a Math Apple Graph by indicating their favorite apple color, and the teacher tallies the results at the bottom of each column.</p>

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	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere to the following indicators of quality:</p> <ul style="list-style-type: none"> • Promote children’s acquisition and use of the language and vocabulary of math • Promote conceptual understanding of math content • Promote children’s development of perseverance and persistence in solving problems 	No	<p>There is not enough evidence in the materials and clarity of activities to support children’s acquisition and use of language and vocabulary of math and understanding of math content. Such as Month 6, Day 6, page 111, where the theme is the letter Q and materials used are quarters. The children complete another circle time activity called "Quack for Q Words" where children participate in reading words that start with /qu/, and in the Table Time Math Activity they count quarters. The teacher provides 10 quarters to the children. She asks the children to count and separate out 1 quarter, then 2, then 3, etc. The teacher then model how to make sets using the quarter. She asks the children to make “sets” or piles of 2, or sets of 5.</p> <p>Furthermore, there are limited moments for children to gain competency in other mathematical skills such as copying/ creating patterns and measurement skills. The curriculum does not support conceptual understanding of math content with use of mathematics manipulatives such as Unifix cubes and counters. It is not evident that the curriculum encourages the development of perseverance and persistence in solving problems such as number stories, and addition and subtraction problems.</p>
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	No	<p>Adequate explanatory materials for teachers are not provided for all moments of the daily schedule. The Introduction on page 2 includes a Daily Schedule. The Daily Schedule includes a Welcome, Circle Time, Music and Movement, Table Time, Craft, Outdoor Play, Centers, Story Time, and Inside Wind Down Time. The daily lesson plans do not include a detailed plan for the two hours dedicated to morning free play, outdoor learning experiences, center time suggestions, a daily story time, or inside wind down time.</p> <p>The curriculum does not sufficiently provide</p>

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			recommended learning centers or materials for those centers that would enhance learning and reinforcement of the Theme other than in a limited way in the "Sensory" or "Etc.!" sections of the daily plan.
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).</p>	No	Assessments are not consistent with the Louisiana Birth to Five Early Learning and Development Standards through a variety of appropriate methods. The curriculum provides assessments for the following: Uppercase/Lowercase letters page 284-285, Phonics page 286, Numbers 1-10 page 287/ 1-20 page 288, and an overall assessment page 289 in a checklist form. The checklists are basic and there is no frame of reference for usage. The curriculum does not reference a particular time of year in which to assess the children, nor the method to be used in assessment. There is no evidence in this curriculum to support anecdotal observations/ notes, photographs, and work samples.
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	No	There was no evidence to support that methods to assess children’s learning are embedded throughout activities within the daily schedule. Observations of children during table time activities and circle times, or a collection of the children’s art and crafts projects may serve as a method to assess, but was not specifically stated as being used to assess the children’s learning.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p>	<p>FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	While the curriculum addresses all domains, there is lack of substantial evidence to show that it would support children in meeting the standards.

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	2. Appropriateness of Curriculum Materials and Activities	No	There are some activities to support developmentally appropriate practices. This Indicator is not met, however, due to the heavy use of daily printable worksheets.
	3. Complexity of Curriculum Materials and Activities	No	There is no concrete evidence showing a progression of complexity of curriculum materials and activities.
	4. Quality of Curriculum Materials and Activities	No	Language development focuses on letter recognition and phonics. Math focuses on number recognition and support children's understanding of some math language. There are not enough explanatory materials for new teachers.
	5. Assessment	No	Assessments are limited to checklists and do not include anecdotal notes/ observations, photographs, and work samples.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.