Early Childhood Curriculum Evaluation Rubric

Curriculum_____   **Years in Existence**_____

I. Valid Research
1. The curriculum model is grounded in a theoretical framework.
The model is based on theory and a knowledge base that reflects a philosophical orientation. **4**-A clear, detailed description of how the curriculum model is grounded in theory is present in all written materials. **3**-A clear description of how the curriculum model is grounded in theory is present. **2**-A statement that the curriculum is based on theory is present, but no further information is given. **1**-Theory is not addressed in the curriculum model. **INP**-Information not provided.
The model is supported by child development research. **4**-A clear, detailed description of how the curriculum model is supported by child development research is present. An extensive bibliography, possibly annotated, is also provided. **3**-Both a description of how the curriculum model is supported by child development research and a bibliography of supporting research are present. **2**-A statement that the curriculum is supported by child development research is present, but no written explanation of how the research supports the model is provided. A bibliography of sources may or may not be present. **1**-No statement connecting the curriculum to child development research is present. A bibliography may or may not be present. **INP**-Information not provided.

II. Evaluation Results

1. Valid studies have been conducted to evaluate the effectiveness of the curriculum model on program quality.

The model produces positive effects on the classroom environment and teacher-student interactions.

4-Two or more evaluation studies (at least one conducted by outside evaluators) demonstrate that the curriculum model (if implemented as designed) will produce positive effects on program quality. In addition, plans for future studies are in place.

3-One evaluation study conducted by an outside evaluator or by the developers of the curriculum demonstrates that the curriculum model (if implemented as designed) will produce positive effects on program quality. In addition, plans for future studies are in place.

2-One evaluation study conducted by the developers of the curriculum demonstrates (if implemented as designed) that the curriculum model will cause positive effects on program quality. Plans for future studies may or may not be in place.

1-No evaluation data demonstrating positive effects on program quality exists. Plans for future studies may or may not be in place.

INP-Information not provided.

2. Valid evaluation studies have been conducted to evaluate the effectiveness of the curriculum model on child outcomes.

Intellectual Development

4-Several evaluation studies, some short-term (less than 5 yrs.) and at least one long-term (over 5 yrs. of longitudinal data) demonstrate positive effects on children's intellectual development.

3-Several short-term (less than 5 years) evaluation studies demonstrate positive effects on children's intellectual development.

2-One short-term (less than 5 years) evaluation study demonstrates positive effects on children's intellectual development.

1-No evaluation studies have been conducted.

INP-Information not provided.

Social/Emotional Development

4-Several evaluation studies, some short-term (less than 5 yrs.) and at least one long-term (over 5 yrs. of longitudinal data) demonstrate positive effects on children's social/emotional development.

3-Several short-term (less than 5 years) evaluation studies demonstrate positive effects on children's social/emotional development.

2-One short-term (less than 5 years) evaluation study demonstrates positive effects on children's social/emotional development.

1-No evaluation studies have been conducted.

INP-Information not provided.

Valid evaluation studies have been conducted to evaluate the effectiveness of the curriculum model on child outcomes (continued).

Language Development

4-Several evaluation studies, some short- term (less than 5 yrs.) and at least one long-term (over 5 yrs. of longitudinal data) demonstrate positive effects on children's language development.

3-Several short-term (less than 5 yrs.) evaluation studies demonstrate positive effects on children's language development.

2-One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on children's language development.

1-No evaluation studies have been conducted.

INP-Information not provided.

Other Areas of Development (physical well-being and motor development, approaches to learning, etc.)—Optional

4-Several evaluation studies, some short- term (less than 5 yrs.) and at least one long-term (over 5 yrs. of longitudinal data) demonstrate positive effects on children's development.

3-Several short-term (less than 5 years) evaluation studies demonstrate positive effects on children's development.

2-One short-term (less than 5 years) evaluation study demonstrates positive effects on children's development.

1-No evaluation studies have been conducted.

INP-Information not provided.

III. Professional Development

1. The curriculum model provides high quality professional development.

A curriculum training system exists.

4-An established, systematic in-service training program exists that is designed to help participants understand and implement the curriculum model. The program has been in existence for at least 5 years, and a sizable number of teachers (over 5,000) have been trained in the model.

3-An established, systematic in-service training program exists that is designed to help participants understand and implement the curriculum model. The program has been in existence for at least 2 years, and many teachers (over 2,000) have been trained in the model.

2-Training is provided, but no organized system exists. The program has been in existence for at least 2 years. A limited number of teachers (less than 2,000) have been trained.

1-No systematic in-service training exists. The program has been in existence for less than two years.

INP-Information not provided.

The curriculum model provides high quality professional development (continued).

The length and format of training is significant.

4-Provides a minimum of 36 hours of base in-service training on the understanding and implementation of the curriculum. A variety of training formats (for example, week-long Institutes or a series of one- or two-day workshops spread out across the year) is available to provide flexibility of scheduling to meet participants' needs.

3-Provides 30-35 hours of base in-service training on understanding and implementation of the curriculum. A variety of format options may or may not exist.

2-Provides 20-29 hours of base in-service training on the understanding and implementation of the curriculum. A variety of format options may or may not exist.

1-Provids 19 hours or less of base in-service training on the understanding and implementation of the curriculum. A variety of format options may or may not exist.

INP-Information not provided.

The training is based on sound adult learning theory.

4-Training is based on sound adult learning theory, including the use of small and large group activities, hands-on activities, and multiple processing opportunities. Participants consistently score training sessions as "excellent" on course evaluations.

3-Training is based on sound adult learning theory, including the use of small and large group activities, hands-on activities, and multiple processing opportunities. Participants consistently score training sessions as "good" on course evaluations.

2-Training is not based on sound adult learning theory.

1-No training is provided according to information provided.

INP-Information is not provided.

Additional resources are provided.

4- Additional resources include on-site consultations/coaching and other resources such as books, audiovisual materials, and/or a website with support information.

3-On-site consultation/coaching may be provided. Some additional resources such as books, audiovisual materials, and/or a website with support information exist.

2-On-site consultation/coaching is not provided, and few additional resources are available.

1-No on-site consultation/coaching or additional resources are available.

INP-Information not provided.

The location of the training is convenient.

4- To ensure accessibility of the training for teachers, training is provided in three or more geographically distant metropolitan areas throughout Missouri (for example, St. Louis, Kansas City, and Springfield), and is offered more than once in each metropolitan area.

3-Training is provided in at least two geographically distant metropolitan areas in Missouri, and is provided at least twice in each location.

2-Training is provided in only one location in Missouri, or training is provided in more than one location, with all trainings being offered in the same geographical region. Trainings may or may not be offered more than once in each location.   In addition, training may be provided upon request.

1-There are no regularly scheduled initial trainings in Missouri. Training provided upon request only.

INP-Information not provided.

2. The training is presented by certified trainers.

Trainers have appropriate knowledge of the curriculum model.

4-Trainers have received extensive training in the curriculum model by the curriculum developers. Trainers have met rigorous requirements to become certified trainers, including a train the trainer course and on-going professional development on how to train others to implement the curriculum model. A registry of certified trainers is maintained.

3-Trainers have received training in the curriculum model by the curriculum developers and are certified as trainers, but the requirements to become certified trainers are not rigorous. No train the trainer course is provided on how to train others to implement the curriculum model, but on-going professional development and/or an apprenticeship program is provided.

2-Trainers have attended training in the curriculum model, but are not certified by the curriculum developers.

1-Trainers have had no training in the curriculum model and are not certified by the curriculum developers.

INP-Information not provided.

3. Training is grounded in a theoretical or philosophical base and is linked to practice.

The presentation of theory is provided during the training.

4-Participants receive specific information on theory/philosophy during the training, and time is provided to reflect on connections between theory/philosophy and practice.

3-Participants receive specific information on theory/philosophy during the training, but little time is provided during the training to reflect on connections between theory/philosophy and practice.

2-The materials are based on child development theory, but theory/philosophy is only covered briefly in the training and no time is allowed for participants to make connections between theory/philosophy and practice.

1-Theory/philosophy is not covered in the training.

INP-Information not provided.

The presentation of child development research is provided during the training.

4-Participants receive specific information on child development research during the training, and time is provided to reflect on connections between child development research and practice.

3-Participants receive specific information on child development research during the training, but little time is provided during the training to reflect on connections between child development research and practice.

2-The materials are based on child development research, but research is only covered briefly in the training and no time is allowed for participants to make connections between child development research and practice.

1-Child development research is not covered in the training.

INP-Information not provided.

The training is grounded in a theoretical or philosophical base and is linked to practice (continued).

Theory/research and practice are linked.

4-During the training, trainers make explicit links between theory/research and practice (the training emphasizes not only the "why," but also the "how"). In addition, the training includes activities and/or scenarios designed to help participants make connections between theory/research and their own practice and time to reflect on these connections.

3-During the training, trainers make explicit links between theory/research and practice (the training emphasizes not only the "why," but also the "how"), but few activities or scenarios are included to help participants make their own connections between theory/research and practice.

2-Trainers may state that the practice is grounded in theory/research, but trainers do not make this linkage explicit. No time or activities are provided to help teachers make such connections themselves.

1-Trainers provide no linkage between theory/research and practice.

INP-Information not provided.

4. The curriculum model provides on-going professional development.

The model provides follow-up professional development opportunities.

4-Regularly-scheduled trainings are offered on specific, established follow-up topics that support and deepen teachers' understanding of the curriculum at least once a year at many (at least three geographically distant) locations throughout the state. On-site training also may be provided upon request.

3-Regularly-scheduled trainings are offered on specific, established follow-up topics that support and deepen teachers' understanding of the curriculum at least once a year at one or two locations. In addition, on-site training provided upon request.

2-Follow-up training is offered upon request only. Specific follow-up topics that support and deepen teachers' understanding of the curriculum may or may not be established in advance.

1-No follow-up training is provided**.**

INP-Information not provided.

IV. Developmentally Appropriate
A. Content

1. The goals and objectives of the curriculum model are developmentally appropriate.

The overall goals and objectives of the model are comprehensive.

4-Goals and objectives are comprehensive, specific, and clearly worded. Curriculum, related activities, and teaching strategies are clearly designed to help achieve the goals and objectives and are systematically referenced to the goals and objectives.

3- Goals and objectives are comprehensive, the majority are specific, and they are clearly worded. Curriculum, related activities, and teaching strategies are designed to help achieve the goals and objectives. They may or may not be referenced to the goals and objectives.

2-Goals and objectives are not comprehensive and are, for the most part, general. Wording of the goals and objectives may be unclear. It is not always clear that curriculum, activities, and teaching strategies are designed to achieve the goals and objectives.

1-Goals and objectives are not provided for the curriculum model, or they are few, general, and/or unclear. There is no attempt to show any connections between curriculum, activities, and teaching strategies and the goals and objectives.

INP-Information not provided.

The goals and objectives of the curriculum model are developmentally appropriate (continued).

The model's goals and objectives are appropriate for children ages 3-5.

4-All goals and objectives are developmentally appropriate for children ages 3-5 and the curriculum model offers explanations of the appropriateness of each goal and objective.

3-All goals and objectives are developmentally appropriate for children ages 3-5.

2-Some of the goals and objectives are developmentally appropriate for children ages 3-5.

1-Goals and objectives exceed developmental capabilities of children ages 3-5.

INP-Information not provided.

The model's goals and objectives address learning in all developmental areas.

4-Goals and objectives address learning in the following developmental areas: intellectual, social/emotional, language, physical, and aesthetic. A separate chart, appendix, etc., is provided that makes clear at a glance the alignment between the goals and objectives, activities, and teaching strategies in each area.

3-Goals and objectives address learning in the following developmental areas: intellectual, social/emotional, language, physical, and aesthetic.

2-Goals and objectives focus on only a few areas of development.

1-Goals and objectives focus on only one area of development.

INP-Information not provided.

2. The curriculum model promotes a positive learning environment.

The model promotes community building.

4- The model promotes a positive climate for learning by providing many opportunities for children to learn to work collaboratively with others and to socially construct knowledge as well as to develop social skills such as cooperating, helping, negotiating, and talking with other people to solve problems. The model provides explicit strategies for teachers in how to facilitate these activities. In addition, the model provides suggestions for teachers on how to use brain-compatible strategies such as establishing warm, positive relationships with students and the use of techniques such as frequent state changes, energizers, acknowledgements of effort, and frequent celebrations to create an enjoyable learning environment.

3-The model promotes a positive climate for learning by providing many opportunities for children to learn to work collaboratively with others and to socially construct knowledge as well as to develop social skills such as cooperating, helping, negotiating, and talking with other people to solve problems. The model also provides explicit strategies for teachers in how to facilitate these activities.

2-The model provides some opportunities for children to work collaboratively with others. Few opportunities for meaningful social interactions with other children are included, and little information is provided on the development of social skills.

1-The model provides few, if any, opportunities for students to work collaboratively.

INP-Information not provided.

The curriculum model promotes a positive learning environment (continued).

The model promotes a positive response to individual and cultural variations.

4-The curriculum promotes the learning of all children by providing information about individual and cultural variations among children and specific strategies for teachers to use to ensure that each child's individual needs are met. In addition, the model provides extensive research that supports the need for teachers to differentiate instruction for diverse learners and how to do so.

3-The curriculum promotes the learning of all children by providing information about individual and cultural variations among children and specific strategies for teachers to use to ensure that each child's individual needs are met.

2-The model provides some general comments about individual and cultural variations among children, but offers few strategies for dealing with these variations.

1-The model does not mention individual or cultural variations among children.

INP-Information not provided.

The model promotes the development of self-esteem, self-control, and independence in children.

4- The curriculum model promotes using positive guidance techniques such as modeling and encouraging expected behavior, re-directing children, setting clear limits, and providing opportunities for children to learn how to resolve their own conflicts. In addition, the model gives teachers information about the value of maintaining their own composure during discipline situations, of actively listening to students when they express their feelings, and of handling discipline situations with positive intent for the child or children involved, even when enforcing consequences.

3-The curriculum model promotes using positive guidance techniques such as modeling and encouraging expected behavior, re-directing children, setting clear limits and providing opportunities for children to learn how to resolve their own conflicts.

2-The curriculum model promotes a system that attempts to regulate behavior externally through the use of pre-set rules, rewards, and punishments, but offers little opportunity for children to learn how to regulate their own behavior.

1-The model provides no information for teachers about techniques that promote the development of self-esteem, self-control, and independence.

INP-Information not provided.

3. Learning activities are developmentally appropriate.

The model provides a well-thought-out daily routine.

4-The curriculum model stresses a schedule that is fairly predictable, but is not rigid, allowing teachers to take advantage of "teachable moments" that do not fit the regular schedule. There is a balance between rest and activity, time spent indoors and outdoors, and time spent on individual work, in small and large group activities.

3-The curriculum model stresses a predictable, consistent schedule that allows children to know what is coming and when. There is a balance between rest and activity, time spent indoors and outdoors, and time spent on individual work, in small group and large group activities.

2-The curriculum model promotes a schedule that varies from day to day and does not allow students to predict what is coming and when. The schedule may also lack balance, with some activities representing an unduly large or small proportion of time.

1-Information about the daily schedule is vague.

INP-Information not provided.

Learning activities are developmentally appropriate (continued).

The model emphasizes the integration of knowledge and skills across content areas.

4-Curriculum content from various disciplines is integrated through themes, projects, play, and other learning experiences so children develop an understanding of concepts and make connections across content areas. Extensive additional resources (books, videotapes, newsletters, etc.) are provided to help teachers understand the theory and practice of integrated curriculum and instruction.

3-Curriculum content from various disciplines is integrated through themes, projects, play, and other learning experiences so children develop an understanding of concepts and make connections across content areas. Some additional resources are provided to help teachers understand the theory and practice of integrated curriculum and instruction.

2-The curriculum provides limited integration across content areas. No additional resources are provided to help teachers.

1-The curriculum emphasizes separate content areas and isolated skills.

INP-Information not provided.

The model encourages teachers to use a variety of instructional formats and strategies.

4-The curriculum model provides teachers with a variety of learning formats to use daily, such as child-initiated and teacher-directed activities, large group and small group activities, and learning centers. The model also provides information about the use of strategies such as modeling, demonstration, offering encouragement and feedback, and creating an appropriate level of challenge for children. In addition, the model provides further resources that support teachers' knowledge base about effective instruction (including books, audiotapes, videotapes, newsletters, etc.).

3-The curriculum model provides teachers with a variety of learning formats to use daily, such as child-initiated and teacher-directed activities, large group and small group activities, and learning centers. The model also provides information about the use of strategies such as modeling, demonstration, offering encouragement and feedback, and creating an appropriate level of challenge for children.

2-The curriculum model focuses primarily on the use of large and small group instructional formats. Some limited information about effective teaching strategies is provided.

1-The curriculum model provides a limited range of instructional formats, with large group activities dominating.

INP-Information not provided.

Learning activities/experiences encourage children's active learning through exploration of materials and social interaction.

4-The curriculum promotes a daily schedule that allows for children to have an extensive amount of time (at least 1/3 of the day) in which to engage in purposeful play and/or child-initiated projects that allow them to explore, investigate, and experiment with materials individually and with others.

3-The curriculum promotes a daily schedule that allows for children to have an adequate amount of time (between one and two hours daily) in which to engage in purposeful play and/or child-initiated projects that allow them to explore, investigate, and experiment with materials individually and with others.

2-The daily schedule limits time (less than an hour daily) for children to engage in purposeful play and/or child-initiated projects that allow them to explore, investigate, and experiment with materials individually and with others.

1-The curriculum does not allow daily, regular periods of time for children to engage in purposeful play and/or child-initiated projects.

INP-Information not provided.

Learning activities are developmentally appropriate (continued).

The model provides a curriculum that is challenging.

4-The curriculum model promotes experiences in which children's thinking moves over time from the simple toward the complex, from the concrete toward the abstract, and scaffolding is provided, based on ongoing observational assessment data, that takes students from where they are to new accomplishments. Higher-level thinking skills and open-ended, exploratory questions (emphasizing "how" and "why" questions, not just "what") are regular features of the curriculum.

3-The curriculum model promotes experiences in which children's thinking moves over time from the simple toward the complex, from the concrete toward the abstract, and scaffolding is provided, based on ongoing observational assessment data, which takes students from where they are to new accomplishments. Higher-level thinking skills and open-ended, exploratory questions are occasional features of the curriculum.

2-The curriculum model promotes experiences that rarely progresses beyond the simple and concrete. Scaffolding is inconsistent or nonexistent, and higher-level thinking skills and open-ended exploratory questions are rarely featured in the curriculum.

1-The curriculum model promotes experiences that do not progress beyond the simple and concrete.

INP- Information not provided.

The model provides for responding to children's emerging ideas, academic needs, and interests.

4-The curriculum model provides a variety of learning experiences that allow teachers the flexibility to match instruction to children's interests and to adjust the general pace of instruction (shortening or extending learning time) to match the general developmental level of the group. In addition, the model provides frequent opportunities for children to make choices concerning activities and materials in order to match their own interests.

3-The curriculum model provides a variety of learning experiences that allow teachers the flexibility to match instruction to children's interests and to adjust the general pace of instruction (by shortening or extending learning time) to match the general developmental level of the group.

2-The curriculum model provides teachers some flexibility to match individual children's interests, but timelines and methods are fairly rigid.

1-The curriculum model is scripted, with set timelines and methodology that does not take individual children's interests and developmental needs into consideration.

INP-Information not provided.

The model provides daily opportunities to develop children's language and literacy skills.

4-The curriculum model provides daily activities to develop the language and literacy skills of children through large and small group activities and learning centers. In addition, the model provides extensive additional resources that promote effective teacher use of language and literacy activities, such as books, videotapes, etc.

3-The curriculum model provides daily activities to develop the language and literacy skills of children through large and small group activities and learning centers. In addition, the model provides some additional resources that promote effective teacher use of language and literacy activities, such as books, videotapes, etc.

2- The curriculum model provides daily activities to develop the language and literacy skills of children through large and small group activities and learning centers. However, the model provides no additional resources that promote effective teacher use of language and literacy activities (books, videotapes, newsletters, etc.).

1-The curriculum model provides some opportunities to develop language and literacy, but these opportunities are not offered daily. Activities are done primarily in a large group format. No additional resources are provided.

INP-Information not provided.

Learning activities are developmentally appropriate (continued).

The model provides daily opportunities to develop concepts and skills in mathematics, science, social studies, health, and other content areas.

4-The curriculum model provides daily activities to develop children's concepts and skills in mathematics, science, social studies, health, and other content areas through large and small group activities and learning centers. In addition, the model provides extensive additional resources that promote effective teacher use of activities in these content areas, such as books, audiotapes, videotapes, newsletters, etc.

3-The curriculum model provides daily activities to develop children's concepts and skills in mathematics, science, social studies, health, and other content areas through large and small group activities and learning centers. In addition, the model provides some additional resources that promote effective teacher use of activities in these content areas, such as books, audiotapes, videotapes, newsletters, etc.

2- The curriculum model provides daily activities to develop children's concepts and skills in mathematics, science, social studies, health, and other content areas through large and small group activities and learning centers. However, the model provides no additional resources that promote effective teacher use of activities in these content areas.

1-The curriculum model provides some opportunities to develop concepts and skills in mathematics, science, social studies, health, and/or other content areas, but these opportunities are not offered daily. Activities are done primarily in a large group format. No additional teacher resources are provided.

INP-Information not provided.

The model provides opportunities for children to have daily opportunities for aesthetic expression, gross- and fine-motor development, and self-help skills.

4-The curriculum model provides daily activities to develop children's aesthetic expression, gross- and fine-motor development, and self-help skills through large and small group activities and learning centers. In addition, the model provides extensive additional resources that promote effective teacher use of activities in these areas, such as books, audiotapes, videotapes, newsletters, etc.

3-The curriculum model provides daily activities to develop children's aesthetic expression, gross-and fine-motor development, and self-help skills through large and small group activities and learning centers. In addition, the model provides some additional resources that promote effective teacher use of activities in these areas, such as books, etc.

2- The curriculum model provides daily activities to develop children's aesthetic expression, gross-and fine- motor development, and self-help skills through large and small group activities and learning centers. However, the model provides no additional resources that promote effective teacher use of activities in these areas.

1-The curriculum model provides some opportunities to develop children's aesthetic expression gross-and fine-motor development, and/or self-help skills, but these opportunities are not offered daily. Activities are done primarily in a large group format. No additional teacher resources are provided.

INP-Information not provided.

B. Alignment with State Standards

1. The curriculum model aligns with the Missouri Early Childhood Standards.

Literacy Standards

4-The curriculum model clearly aligns the curriculum goals/objectives to Missouri's Literacy Process Standards and Indicators. The learning activities promote the standards.

3-The curriculum model clearly aligns the curriculum goals/objectives to Missouri's Literacy Process Standards, but does not demonstrate alignment at the Indicator level. The learning activities promote the standards.

2-The curriculum model states that its goals/objectives are aligned to Missouri's Literacy Process Standards, but no evidence is provided.

1-The curriculum model makes no claim of alignment with Missouri's Literacy Process Standards, and there is no evidence of alignment.

INP-Information not provided.

The curriculum aligns with Missouri Early Childhood Standards (continued).

Math Standards

4-The curriculum model clearly aligns the curriculum goals/objectives to Missouri's Mathematic Process Standards and Indicators. The learning activities promote the standards.

3-The curriculum model clearly aligns the curriculum goals/objectives to Missouri's Mathematic Process Standards, but does not demonstrate alignment at the Indicator level. The learning activities promote the standards.

2-The curriculum model states that its goals/objectives are aligned to Missouri's Mathematic Process Standards, but no evidence is provided.

1-The curriculum model makes no claim of alignment with Missouri's Mathematic Process Standards, and there is no evidence of alignment.

INP-Information not provided.

Physical Development, Health & Safety Standards

4-The curriculum model clearly aligns the curriculum/objectives to Missouri's Physical Development, Health, and Safety Process Standards and Indicators. The learning activities promote the standards.

3-The curriculum model clearly aligns the curriculum goals/objectives to Missouri's Physical Development, Health, and Safety Process Standards, but does not demonstrate alignment at the Indicator level. The learning activities promote the standards.

2-The curriculum model states that its goals/objectives are aligned to Missouri's Physical Development, Health, and Safety Process Standards, but no evidence is provided.

1-The curriculum model makes no claim of alignment with Missouri's Physical Development, Health, and Safety Process Standards, and there is no evidence of alignment.

INP-Information not provided.

Science Standards

4-The curriculum model clearly aligns the curriculum/objectives to Missouri's Science Process Standards and Indicators. The learning activities promote the standards.

3-The curriculum model clearly aligns the curriculum goals/objectives to Missouri's Science Process Standards, but does not demonstrate alignment at the Indicator level. The learning activities promote the standards.

2-The curriculum model states that its goals/objectives are aligned to Missouri's Science Process Standards, but no evidence is provided.

1-The curriculum model makes no claim of alignment with Missouri's Science Process Standards, and there is no evidence of alignment.

INP-Information not provided.

Social and Emotional Standards

4-The curriculum model clearly aligns the curriculum/objectives to Missouri's Social and Emotional Process Standards and Indicators. The learning activities promote the standards.

3-The curriculum model clearly aligns the curriculum goals/objectives to Missouri's Social and Emotional Process Standards, but does not demonstrate alignment at the Indicator level. The learning activities promote the standards.

2-The curriculum model states that its goals/objectives are aligned to Missouri's Social and Emotional Process Standards, but no evidence is provided.

1-The curriculum model makes no claim of alignment with Missouri's Social and Emotional Process Standards, and there is no evidence of alignment.

INP-Information not provided.

C. Student Assessment

1. The student assessment is developmentally appropriate.

The assessment tools are age-appropriate.

4- The curriculum model uses observational, developmentally based assessments, designed for children ages 3-5. The assessment is clearly linked to curriculum goals and objectives. Training is provided for teachers, either as part of the initial curriculum training or during follow-up trainings, in how to implement developmentally appropriate assessment practices.

3-The curriculum model uses observational, developmentally based assessments, designed for children ages 3-5. The assessment is linked to curriculum goals and objectives. Written explanations of how to implement developmentally appropriate assessment practices (or explanations on audiotapes, videotapes, etc.) are provided in the curriculum materials.

2-The curriculum model includes assessments that are developmentally appropriate, but there is no match or a poor match between the type of results provided by the assessment and the curriculum goals and objectives.

1-The curriculum model uses assessments that are not age appropriate.

INP-Information not provided.

2. Information from the assessment is used to inform instruction.

The model promotes using assessment information to plan and adapt curriculum to meet individual children's developmental or learning needs.

4-The curriculum model provides information and strategies on how to use assessment information effectively to understand and improve learning. The model also provides teacher training in how to use assessment information to understand and improve learning as part of the initial curriculum training or during follow-up trainings.

3-The curriculum model provides information and strategies on how to use assessment information effectively to understand and improve learning. Written explanations of how to use assessment information to improve learning (or explanations on audiotapes, videotapes, etc.) are provided in the curriculum materials.

2-The curriculum model provides some information on how to use assessment information effectively to understand and improve learning..

1-The curriculum model does not provide information on how to use assessment information to understand and improve learning.

INP-Information not provided.

3. The curriculum model provides a record keeping system.

The model provides a system for documenting learner outcomes.

4-The curriculum model provides an assessment system with documentation such as checklists, observation forms, progress reports, and parent reports. The model also provides teacher training in how to use the forms as part of the initial curriculum training or during follow-up trainings.

3-The curriculum model provides an assessment system with documentation such as checklists, observation forms, progress reports, and parent reports. Written explanations of how to use the forms (or explanations on audiotapes, videotapes, etc.) are provided in the curriculum materials.

2-The curriculum model provides an assessment system and forms for documentation, but the system is confusing or difficult to use.

1-The curriculum model does not provide an assessment system.

INP-Information not provided.

4. The curriculum model encourages the gathering of assessment information from multiple sources.

The model promotes assessing children using multiple sources.

4-The curriculum model provides information and strategies on how to gather observations from various sources, at various times, during activities from all domains, and in realistic settings. Training in how to gather this information is provided as part of the initial curriculum training or during follow-up trainings.

3-The curriculum model provides information and strategies on how to gather observations from various sources, at various times, during activities from all domains, and in realistic settings. Written explanations about how to gather assessment data (or explanations on audiotapes, videotapes, etc.) are provided in the curriculum materials.

2-Some information on how to gather observations from various sources, at various times, during activities from various domains, and in realistic settings is provided, but the information is incomplete or confusing.

1-The curriculum model relies on a single measure given once or twice (pre-test, post-test, for example) a year.

INP-Information not provided.

5. The curriculum model provides strategies to communicate results to families.

The model promotes informing families of student performance.

4-The curriculum model provides information about the importance of communicating with families about student performance and strategies for how to do so efficiently and effectively. Training in school-home communication techniques is provided as part of the initial curriculum training or during follow-up trainings.

3-The curriculum model provides information about the importance of communicating with families about student performance and strategies for how to do so efficiently and effectively. Written explanations about school-home communication (or explanations on audiotape, videotape, etc.) are provided in the curriculum materials.

2-Some information is provided on how to inform families of student performance but is limited to a few general statements.

1-Information about how to inform families of student performance is not addressed in the curriculum model.

INP-Information not provided.

D. Relationships with Families

1. The curriculum model promotes a positive school/family partnership.

The model promotes regular communication with families.

4-The curriculum model provides information and resources on how to build positive relationships with families by regular communication such as family conferences, newsletters, parent reports, phone calls, etc. Training in how to establish regular communication is provided as part of the initial curriculum training or during follow-up trainings.

3-The curriculum model provides information and resources on how to build positive relationships with families by regular communication such as family conferences, newsletters, parent reports, phone calls, etc. Written explanations about how to establish regular communication (or explanations on audiotape, videotape, etc.) are provided in the curriculum materials.

2- Some information is provided on how to build positive relationships with families through regular communication, but only a few communication methods are mentioned and explanations are limited to a few general statements.

1-Information about communication with families is not addressed in the curriculum model.

INP-Information not provided.

The curriculum model promotes a positive school/family partnership (continued).

The model promotes opportunities for families to participate in the program.

4-The curriculum model provides information and resources on how to encourage families to participate in their children's education, such as family nights, volunteer opportunities, etc. Training in how to set up and run such programs is provided as part of the initial curriculum training or during follow-up trainings.

3-The curriculum model provides information and resources on how to encourage families to participate in their children's education, such as family nights, volunteer opportunities, etc. Written explanations of how to set up and run such programs (or explanations on audiotape, videotape, etc.) are provided in the curriculum materials.

2-Some information is provided on how to encourage families to participate in their children's education, but only a few such ideas are provided.

1-Information about encouraging families to participate in their children's education is not addressed in the curriculum model.

INP-Information not provided.

Comments: