

## Missouri Early Childhood Curriculum Evaluation Criteria

The Missouri Early Childhood Curriculum Evaluation Report (MO-ECCER) is an evaluation instrument designed to assess the quality of early childhood curriculum models in order to approve them (or not approve them) for use in the Missouri Preschool Project. The evaluation criteria are closely aligned with the guidelines established for early childhood programs by the National Association for the Education of Young Children (NAEYC).

Scores reported on the Summary Report are divided into four major areas: Valid Research, Evaluation Results, Professional Development, and Developmental Appropriateness. For a curriculum model to be recommended for use in the Missouri Preschool Project, the model must receive scores of 3.0 or higher (out of a possible 4.0) in areas I (Valid Research), III (Professional Development), and IV (Developmental Appropriateness). For area II (Evaluation Results), the curriculum model must receive a score of 2.5 or higher to be recommended.

The scores for each of the four major areas consist of the average of all of the sub-scores (criteria) for those areas. Area I (Valid Research) has only one sub-score (criterion), which is composed of the average of two sub-criteria. In each of the other three major areas, the overall score for that area is composed of the average of all the sub-scores for that area. Each sub-score, in turn, represents the average score for all of its sub-criteria. Area IV (Developmental Appropriateness) has one extra reporting level, as this area is composed of four sub-areas (content, alignment with state standards, student assessment, and building family relationships). The scores for each sub-area are treated the same way as the sub-scores in each of the other three sections (as outlined above).

To ensure that early childhood curricula approved for use in the Missouri Preschool Project maintain the highest standards, a minimum score of 2.0 must be achieved on *all* scores (“1” at any level automatically disqualifies the curriculum model). The one exception to this scoring system is in the area of alignment with the Missouri Early Childhood Standards, where a minimum score of 3.0 must be achieved on all sub-criteria scores. All scores are rounded to the nearest tenth of a point. If information needed to evaluate a criterion is not provided (INP) to the evaluator(s), it will be assumed that the required information does not exist, and that criterion will, in essence, count as a “0” score and will be averaged with the other criteria in that area as such.\*

\*If the curriculum model receives a score of INP on one or more criteria, a second opportunity will be given to submit the missing materials. If the materials are not submitted, it will be assumed that they do not exist, and the “INP” score will be changed to a “1,” which will automatically disqualify the curriculum model from consideration.