
Great Start Readiness Program
Preschool Curriculum Model Evaluation Rubric

A: Program Characteristics

Title of Curriculum Model:

Author(s) of Curriculum Model:

Publisher of Curriculum Model:

Copyright Date:

Revision Date and Edition (if applicable):

B: Existing Approvals

List states which have been marked in application as locations that have approved this curriculum for use in state-funded preschool:

List Michigan Head Start grantees which have been marked in application as organizations that have approved this curriculum for use in state-funded preschool:

C: Required Proposal Elements

Response was submitted by April 4th, 2025

- Yes
- No

All "Program Characteristics" fields are completed and signed by applicant

- Yes
- No

Setting for which the curriculum is intended:

- Center-based
- Home-based
- Both

Ages of children included:

- PreK-3 only
- PreK-4 only
- PreK-3 & PreK-4

Content Criteria

Required Criteria	Score
Valid Research	7
Evaluation Results	63
Professional Development	35
Developmental Appropriateness	91
Adaptable Materials & Strategies	14
Family & Community Engagement	14
Alignment with State Standards	63
Evidence-Based Continuous Improvement	14
Total:	/301

Additional Criteria	Score
Explicit Transformative Pedagogy Focus	14
Literacy-Rich Classroom Environments	21
Intentional Material Selection: Representation	14
Supports/Scaffolding for Teacher Reflection & Self-Care	14
Framework for Continuous Improvement	14
Total:	/77

D: Required Criteria

I. Valid Research ____/7 points

A. The curriculum model is grounded in a theoretical framework and a knowledge base supported by child development research and has a clear philosophical orientation.

7 Points	5 Points	3 Points	1 Point	INP
A clear, detailed description of how the curriculum model is grounded in theory and supported by current child development research are present in all written materials. This includes explicit links between theory and practice.	A clear description of how the curriculum model is grounded in theory and supported by current child development research are present.	A statement that the curriculum model is based on theory and supported by current child development research are present, but specific details or connections to practice are not provided.	Theory and child development are not addressed in the curriculum model.	Info. not provided

II. Evaluation Results ____/63 points

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

B.1- Development in Approaches to Learning

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children's approaches to learning, including curiosity, persistence, and problem-solving.	Two or more short-term (less than 5 years) evaluation studies demonstrate positive effects on children's approaches to learning in key areas.	One short-term (less than 5 years) evaluation study demonstrates positive effects on children's approaches to learning, but lacks breadth or depth.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

B.2– Social/Emotional Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children's social/emotional development. These studies include evidence of improved self-regulation, emotional awareness, relationship skills, and resilience across diverse populations.	Two or more short-term (less than 5 years) evaluation studies demonstrate positive effects on children's social/emotional development, focusing on key areas such as emotional regulation, peer interactions, and conflict resolution.	One short-term (less than 5 years) evaluation study demonstrates positive effects on children's social/emotional development, but lacks specificity in key areas and/or fails to address diverse populations.	No evaluation studies have been conducted.	Info. not provided

B.3– Language and Early Literacy Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children's language and early literacy development, including expressive and receptive language, vocabulary growth, phonological awareness, and print concepts.	Two or more short-term (less than 5 yrs.) evaluation studies demonstrate positive effects on children's language and early literacy development.	One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on children's language and early literacy development but lacks a comprehensive analysis.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

B.4– Mathematics Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children's mathematics,	Two or more short-term (less than 5 yrs.) evaluation studies demonstrate positive effects	One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on children's mathematics	No evaluation studies have been conducted, or studies fail to demonstrate measurable	Info. not provided

development, including number sense, spatial reasoning, patterns, and problem-solving skills.	on children's mathematics development in targeted areas.	development but lacks specificity and/or depth.	effects.	
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B.5– Physical Health and Motor Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children's physical health (e.g., wellness habits, nutrition awareness) and motor development (e.g., gross and fine motor skills).	Two or more short-term (less than 5 yrs.) evaluation studies demonstrate positive effects on physical health and motor development in specific areas.	One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on physical health or motor development but lacks comprehensive data.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

B.6– Creative Arts Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children's engagement in creative arts, including visual arts, music, dance, and dramatic play, with evidence of fostering self-expression and cultural appreciation.	Two or more short-term (less than 5 yrs.) evaluation studies demonstrate positive effects on positive effects on specific areas of creative arts.	One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on creative arts but lacks detailed findings.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

B.7– Social Studies Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children's	Two or more short-term (less than 5 yrs.) evaluation studies demonstrate	One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on social studies	No evaluation studies have been conducted, or studies fail to demonstrate	Info. not provided

understanding of social studies concepts, including community, culture, history, and geography.	positive effects on positive effects on specific social studies concepts.	but lacks depth or specificity.	measurable effects.	
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B.8– Technology and Digital Literacy

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on children’s ability to engage with developmentally appropriate technology tools, fostering digital literacy and problem-solving skills.	Two or more short-term (less than 5 yrs.) evaluation studies demonstrate positive effects on specific aspects of technology use and digital literacy.	One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on technology and digital literacy but lacks comprehensive analysis.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

B.9– Multilingual Learning Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more evaluation studies, at least one long-term (over 5 yrs. of longitudinal data), demonstrate positive effects on bilingual or multilingual learners, showing increased proficiency in both primary and secondary languages while fostering cultural competence.	Two or more short-term (less than 5 yrs.) evaluation studies demonstrate positive effects on multilingual learning outcomes.	One short-term (less than 5 yrs.) evaluation study demonstrates positive effects on multilingual learning outcomes but lacks detail.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

III. Professional Development ____/35 points

C. The curriculum model provides high quality professional development resources such as guides, manuals, and multimedia materials, to support educator learning.

C.1– A curriculum training system exists.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum provides a well-structured, systematic set of professional development materials designed to support educators in understanding and implementing the curriculum. Materials include clear learning objectives, implementation guides, and interactive components (e.g., case studies, reflection prompts, practice exercises).	The curriculum provides structured professional development materials with clear learning objectives and implementation guidance, though interactive elements or depth in some areas may be lacking.	The curriculum includes professional development materials, but they are loosely structured, limited in depth, or provide minimal guidance on implementation	The curriculum provides little to no structured professional development materials beyond basic guidance.	Info. not provided

C.2– Materials are designed based on adult learning theory and best practices.

7 Points	5 Points	3 Points	1 Point	INP
Materials are explicitly designed with adult learning principles in mind, incorporating active learning strategies such as self-reflection, application exercises, case studies, and differentiated learning pathways to meet educators' needs.	Materials are based on adult learning principles but may rely more heavily on passive learning with fewer opportunities for interactive engagement or reflection.	Materials do not consistently apply adult learning theory or best practices, with minimal opportunities for interaction or application.	Materials are not designed with adult learning theory in mind and provide limited guidance for educator engagement beyond passive consumption.	Info. not provided

C.3– Materials explicitly connect theory, child development research, and instructional practices.

7 Points	5 Points	3 Points	1 Point	INP
Materials include clear and explicit connections between educational theory, current child development research, and instructional	Materials explain connections between theory, research, and practice, but the	Materials acknowledge research and theory but provide only general	Materials do not address theory, research, or their relationship to instructional	Info. not provided

practices. Materials also provide concrete examples of how research and theory translate into classroom implementation.	depth of explanation varies, and examples may be limited.	statements without detailed connections to instructional practices.	practices.	
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C.4– Materials provide guidance on how to support children as active learners and address individual needs, strengths, and interests.

7 Points	5 Points	3 Points	1 Point	INP
Materials offer comprehensive strategies for supporting children as active learners, including clear guidance on individualized instruction, scaffolding techniques, and to meet the needs of all learners. Examples, case studies, and implementation supports are provided.	Materials provide guidance on supporting active learning and individualization but may lack depth in some areas or provide limited implementation examples.	Materials briefly reference child-centered learning but do not provide sufficient strategies for supporting individual needs.	Materials provide little or no guidance on supporting children as active learners or addressing their individual needs, strengths, and interests.	Info. not provided

C.5– The curriculum includes ongoing professional learning resources beyond initial implementation, such as supplementary modules, coaching supports, and reflection tools.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum provides a variety of high-quality ongoing professional learning resources, including supplementary modules, coaching supports, reflection tools, and opportunities for continued educator development.	The curriculum includes ongoing learning resources, but they may be more limited in scope or interactivity.	The curriculum provides minimal ongoing learning resources, with only a few supplementary materials available.	The curriculum does not include ongoing professional learning resources beyond initial implementation .	Info. not provided

IV. Developmental Appropriateness ____/91 points

D. The learning objectives of the curriculum model are developmentally appropriate.

D.1– The curriculum model is based on the predictable sequences of growth and development of three- and four-year old children.

7 Points	5 Points	3 Points	1 Point	INP
Learning objectives are fully developmentally appropriate for children ages 3-5 in all areas, with a variety of play and teaching strategies (e.g., child-initiated, teacher-supported, outdoor play, natural/complex materials).	Most objectives are developmentally appropriate for children ages 3-5.	Some objectives are developmentally appropriate for children ages 3-5.	Learning objectives are not appropriate for children ages 3-5.	Info. not provided

D.2– The curriculum model is designed to address all aspects of children’s development and to further their learning with emphasis on the unique needs of the young child.

7 Points	5 Points	3 Points	1 Point	INP
Objectives are specific, comprehensive, and designed to address individual needs. The curriculum integrates spontaneous learning experiences, family partnerships, and reflects the full spectrum of child development.	Objectives are mostly clear and specific, but the model may lack emphasis on individual needs or family connection.	Objectives are unclear or too general, with limited integration of activities and family connections.	Objectives are unclear or missing, with no clear connection to activities or family engagement.	Info. not provided

D.3– The curriculum model is designed to provide a developmentally and linguistically appropriate environment to enable the participation of children with a variety of needs (e.g. multilingual learners, children with Individualized Education Plans).

7 Points	5 Points	3 Points	1 Point	INP
Objectives and activities support all children promoting a sense of	Activities support diverse learners, but	Objectives and activities offer limited support	No provisions for accommodating	Info. not provided

belonging and integration through suggested accommodations.	accommodations may be limited or not fully integrated into the routine.	for diverse learners.	children with special needs or diverse learning styles.	
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E. The curriculum model promotes a positive learning environment.

E.1- The curriculum model promotes community building.

7 Points	5 Points	3 Points	1 Point	INP
Promotes collaboration and social skill development through numerous opportunities for cooperation, problem-solving, and teacher facilitation.	Encourages collaboration and social skills, but with fewer teacher strategies for facilitation.	Offers limited opportunities for social interaction and skill development.	Provides few or no opportunities for collaborative work or social skills development.	Info. not provided

E.2- The curriculum model is developmentally and linguistically appropriate and takes into account children’s individual rates of development as well as individual learning styles.

7 Points	5 Points	3 Points	1 Point	INP
Curriculum is flexible, recognizing children’s developmental stages and learning styles, with strategies to support each child’s individual needs.	Curriculum supports individual needs and learning styles but may lack strategies to support individual needs.	Limited consideration for individual learning styles or developmental needs.	No consideration for individual learning styles or developmental needs.	Info. not provided

F. Learning activities are developmentally appropriate.

F.1- The curriculum model provides a daily routine that is predictable yet flexible.

7 Points	5 Points	3 Points	1 Point	INP
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Routine is predictable yet flexible, allowing for child-initiated moments and uninterrupted engagement with learning.	Routine is consistent with some flexibility for spontaneous learning.	Routine lacks balance or flexibility, limiting child-initiated activities.	Routine is rigid and does not accommodate child-initiated learning.	Info. not provided
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F.2– The value of play is demonstrated throughout all aspects of the program and children have opportunities to use play to translate experience into understanding.

7 Points	5 Points	3 Points	1 Point	INP
Play is emphasized as the main learning method, with ample time for both child-initiated and guided play.	Play is encouraged, with at least one hour of child-initiated play per day.	Limited time for child-initiated play.	No dedicated time for child-initiated play.	Info. not provided

F.3– The curriculum model fosters the integration of the content areas to support children’s development in all domains.

7 Points	5 Points	3 Points	1 Point	INP
Content areas are integrated through concept-based activities and environmental design that emerge from children’s interests.	Some integration of content areas, with adult-guided themes connecting prior learning to new experiences.	Limited integration of content areas, focusing on isolated skills.	Separate content areas with little integration.	Info. not provided

F.4– The curriculum model is designed to promote individualized teaching and learning rather than requiring children to move in a group from one learning activity to the next.

7 Points	5 Points	3 Points	1 Point	INP
Curriculum provides a range of activities to address varying abilities and learning styles, with teacher strategies to support language and	Curriculum includes both child-initiated and adult-guided activities, with	Focuses on group activities with limited differentiation.	Curriculum is primarily group-based with minimal individualization	Info. not provided

behavior.	strategies for differentiated support.			
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F.5– The curriculum model is designed so that activities are carefully and developmentally sequenced in keeping with individual children’s levels of functioning and comprehension.

7 Points	5 Points	3 Points	1 Point	INP
Activities are carefully sequenced according to individual developmental levels, ensuring progression in skills and understanding.	Activities are sequenced but may not fully reflect individual developmental stages.	Limited sequencing of activities, with some mismatch to developmental levels.	No clear sequencing of activities based on developmental levels.	Info. not provided

F.6– The curriculum model is designed to enable children to learn or discover those things that are important or of high interest to them.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum fosters inquiry-based learning, allowing children’s ideas, interests, and spontaneous classroom events to shape activities and investigations. Teachers adjust lesson plans responsively, provide materials based on children’s requests, and integrate home and community experiences to support learning, social skills, and problem-solving.	The curriculum encourages exploration based on children’s interests, allowing some choice in activities and materials. Lesson plans can be adapted in response to classroom occurrences, though flexibility may be limited.	The curriculum provides some teacher flexibility to align with children’s interests, but instructional timelines and teaching methods remain mostly rigid.	The curriculum is highly scripted, with predetermined themes for the year, limiting responsiveness to individual children’s interests.	Info. not provided

G. Learning activities promote authentic family engagement and collaboration.

G.1– The curriculum model promotes multiple opportunities for regular family involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum provides resources on fostering positive relationships with families through regular communication (e.g., home visits, parent-teacher conferences with language supports as needed), using appropriate literacy levels and home languages. Parents are partners in their child's development, collaborating on home-school activities, interventions, and strategies. Activities are designed to integrate into home routines. The model promotes a welcoming, family climate with extensive materials and practices.	The curriculum offers resources for regular family communication (e.g., parent-teacher conferences) It encourages family involvement in activities and strategies but may not fully address all communication strategies or provides few strategies for promoting a welcoming family climate.	The curriculum includes basic guidance on fostering family communication, mentioning a few methods and general strategies for involvement.	The curriculum does not address family communication or involvement.	Info. not provided

G.2– The curriculum model promotes multiple opportunities for all families to participate in the child's classroom program, as they prefer/are able to do so.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum provides resources on encouraging family participation in classroom activities, such as sharing skills, traditions, or assisting with field trips, classroom activities, and material preparation.	The curriculum includes some guidance on encouraging family participation, including sharing skills, traditions, or participating in classroom activities.	The curriculum offers limited guidance on family participation, with only a few general ideas provided.	The curriculum does not address family involvement.	Info. not provided

V. Adaptable Materials & Strategies ____/14 points

H. The curriculum model is designed with adaptable materials and strategies in mind.

H.1- The curriculum provides materials and teaching strategies that are adaptable to meet the needs of all children.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum employs materials and teaching strategies that are highly adaptable, offering specific guidance for modifying content and activities to promote differentiated learning. Resources include examples, visuals, and multilingual supports.	The curriculum employs materials and teaching strategies that are adaptable, with some examples for modification provided, though they lack depth in addressing varying needs.	The curriculum employs materials and teaching strategies that are somewhat adaptable but provide minimal guidance for modification.	The curriculum employs materials and teaching strategies that are not adaptable, with no guidance for supporting varying needs.	Info. not provided

H.2- The curriculum includes resources and guidance for integrating family and cultural backgrounds into classroom learning.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum utilizes resources that include detailed strategies for integrating family and cultural experiences into various classroom activities (e.g., reading, play, music).	The curriculum utilizes resources that reflect some strategies for integrating family and cultural experiences but may lack specific applications for classroom activities.	The curriculum utilizes resources with few strategies for integrating family and cultural experiences.	The curriculum utilizes resources do not include strategies for integrating family and cultural experiences.	Info. not provided

VI. Family & Community Engagement ____/14 points

I. The curriculum model is designed to engage the families and communities represented in the classroom.

I.1- The curriculum values families as partners in student learning and development.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum emphasizes families as active partners in their children's academic and socio-emotional development. It provides concrete strategies and tools for families to engage in ongoing support of both classroom learning and child development outside of school.	The curriculum recognizes the importance of family involvement in children's development but provides limited guidance on how to actively involve families as co-educators.	The curriculum acknowledges family involvement in student learning but provides minimal strategies or tools for families to actively participate in their child's development.	The curriculum does not promote family involvement in children's learning or development.	Info. not provided

I.2- The curriculum helps educators connect with the community.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum provides robust guidance and tools for educators to connect with community organizations and partners to enhance classroom content and activities.	The curriculum includes some guidance and tools for community connection but lacks depth in enhancing classroom content and activities.	The curriculum mentions community engagement but provides minimal or unclear guidance.	The curriculum does not address community engagement.	Info. not provided

VII. Alignment with State Standards ____/63 points

J. The curriculum model aligns with Michigan's Early Learning Expectations outlined in the [Early Childhood Standards of Quality for Birth to Kindergarten.](#)

J.1- Approaches to Play and Learning

- Goal 1 *Curiosity and Flexibility: Children learn about themselves and the world around them through purposeful play.*
- Goal 2 *Play and Imagination: Children demonstrate increasingly complex play styles.*
- Goal 3 *Initiative, Persistence, and Problem-Solving: Children engage in explorations and interactions with confidence.*

- *Goal 4 Self-Regulation: Children develop an increasing ability to manage their emotions and behaviors.*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all four</u> Approaches to Play and Learning goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	Addresses <u>at least three</u> Approaches to Play and Learning goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Acknowledges <u>one or two</u> Approaches to Play and Learning goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Approaches to Play and Learning goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

J.2– Social and Emotional Development

- *Goal 1 Self-Awareness: Children recognize and value their own individuality, emotions, and strengths*
- *Goal 2 Self-Management: Children recognize the connections between their emotions and reactions and begin to control their impulses in different situations.*
- *Goal 3 Social Awareness: Children demonstrate a growing ability to show care and understanding for the way other people feel, and begin to recognize that people may think, feel, and experience things differently from each other.*
- *Goal 4 Relationship Skills: Children interact and communicate to form deep, caring connections, friendships, and other relationships, and to manage conflict.*
- *Goal 5 Responsible Decision-Making: Children demonstrate an awareness of the ways their choices and actions may impact the emotional and physical well-being of themselves and others.*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all five</u> Social and Emotional Development goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate	Addresses <u>at least four</u> Social and Emotional Development goals and considers ECSQ sub-indicators. While it includes opportunities for	Acknowledges <u>two or three</u> Social and Emotional Development goals but does not fully integrate ECSQ sub-indicators.	Does not demonstrate intentional alignment with the Social and Emotional Development goals. There is little consid-	Info. not provided

the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	“observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	eration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	
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J.3– Physical Development and Health

- Goal 1 *Body Awareness: Children begin to understand their bodies and how they function*
- Goal 2 *Large Motor: Children explore and begin to develop skill in using their large muscles*
- Goal 3 *Fine Motor: Children explore and begin to develop skill in using their small muscles.*
- Goal 4 *Personal Care and Hygiene: Children recognize and practice the ways they can support and advocate for their own needs and the safety of themselves and others.*
- Goal 5 *Nutrition: Children experience and become aware of the ways foods and drinks affect their bodies.*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all five</u> Physical Development and Health goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	Addresses <u>at least four</u> Physical Development and Health goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Acknowledges <u>two or three</u> Physical Development and Health goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Physical Development and Health goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

J.4– Communication, Language, and Early Literacy Development

- Goal 1 Receptive Language: Children develop an understanding of language, beginning with their home language or dialect.
- Goal 2 Expressive Language: Children use language to express themselves to others, beginning with their home language.
- Goal 3 Communication Skills: Children use social and conversational skills, beginning with their home language and cultural values.
- Goal 4 Concepts of Print: Children construct meaning from text.
- Goal 5 Alphabetic Knowledge: Children begin to understand that (in alphabetic languages like English) letters and letter sounds represent the sounds of the spoken language.
- Goal 6 Phonological Awareness: Children will build their awareness of, and ability to work with, the sounds of language.
- Goal 7 Comprehension: Children will interact with people and materials to increase their understanding of text.
- Goal 8 Writing: Children will demonstrate emerging understanding of writing as a way to communicate.

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with all eight Communication, Language, and Early Literacy Development goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	Addresses at least six Communication, Language, and Early Literacy Development goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Acknowledges four or five Communication, Language, and Early Literacy Development goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Communication, Language, and Early Literacy Development goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

J.5– Creative and Expressive Arts

- Goal 1 Self-Expression: Children develop healthy self-concepts through creative self-expression that draws from their backgrounds, experiences, and identities.
- Goal 2 Supporting Skills: Children develop the skills that support self-expression through a variety of art forms.
- Goal 3 Artistic Appreciation: Children develop preferences and appreciation for the arts.

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with all three Creative and Expressive Arts goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described "observable behaviors." Additionally, it provides the described "supportive strategies" to support early childhood professions in these goals.	Addresses <u>at least two</u> Creative and Expressive Arts goals and considers ECSQ sub-indicators. While it includes opportunities for "observable behaviors" to emerge, it offers less explicit guidance on using "supportive strategies."	Acknowledges <u>at least one</u> of the Creative and Expressive Arts goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Creative and Expressive Arts goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

J.6- Mathematics

- Goal 1 *Mathematical Thinking: Children begin to develop processes and strategies for solving mathematical problems.*
- Goal 2 *Number Sense: Children show a growing understanding of the concept of number and quantity.*
- Goal 3 *Geometry and Spatial Sense: Children show a growing understanding of shapes and spatial relationships.*
- Goal 4 *Algebraic Thinking: Children show a growing understanding of patterns, structures, and relationships in math.*
- Goal 5 *Measurement: Children show a growing understanding of the concepts of quantifying and comparing.*
- Goal 6 *Collecting and Organizing Information: Children begin to develop processes and strategies for classifying and using data.*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with all six Mathematics goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described "observable behaviors." Additionally, it provides the described	Addresses <u>at least five</u> Mathematics goals and considers ECSQ sub-indicators. While it includes opportunities for "observable behaviors" to emerge, it offers less explicit	Acknowledges <u>three or four</u> Mathematics goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and	Does not demonstrate intentional alignment with the Mathematics goals. There is little consideration of ECSQ sub-indicators, and it lacks	Info. not provided

“supportive strategies” to support early childhood professions in these goals.	guidance on using “supportive strategies.”	guidance for educators is vague or inconsistent.	opportunities for observable behaviors. Educator guidance is absent or insufficient.	
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J.7– Engineering and Technology

- Goal 1 Creativity and Critical Thinking: Children use tools (digital or non-digital) to learn, create, accomplish tasks, and solve problems.
- Goal 2 Communication and Collaboration: Children use tools (digital or non-digital) to communicate and collaborate with others
- Goal 3 Exploration and Information: Children explore and interact with (digital or non-digital) tools and resources
- Goal 4 Responsibility with Technology: Children begin to use digital tools and resources responsibly.

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all four</u> Engineering and Technology goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	Addresses <u>at least three</u> Engineering and Technology goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Acknowledges <u>one or two</u> Engineering and Technology goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Engineering and Technology goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

J.8– Science

- Goal 1 Scientific Thinking: Children explore and demonstrate curiosity about the world around them.
- Goal 2 Physical Science: Children show a growing understanding of the scientific principles of physical science.
- Goal 3 Earth Science: Children show a growing understanding of the scientific principles related to the earth.

- *Goal 4 Life Science: Children show a growing understanding of scientific knowledge related to living and non-living things.*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all four</u> Science goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	Addresses <u>at least three</u> Science goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Acknowledges <u>one or two</u> Science goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Science goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

J.9– Social Studies

- *Goal 1 Self, Family, and Belonging: Children understand and respect themselves and others as individuals and as members of a family, learning environment, and community.*
- *Goal 2 Community and Contribution: Children recognize the value in the contributions they, their families, and others make to the community.*
- *Goal 3 Time, Place, and the Environment: Children begin to understand their place and time in the broader world.*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all three</u> Social Studies goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies”	Addresses <u>at least two</u> Social Studies goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on	Acknowledges <u>at least one</u> of the Social Studies goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and	Does not demonstrate intentional alignment with the Social Studies goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable	Info. not provided

to support early childhood professions in these goals.	using “supportive strategies.”	guidance for educators is vague or inconsistent.	behaviors. Educator guidance is absent or insufficient.	
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VIII. Evidence-Based Continuous Improvement____/14 points

K. The curriculum uses children’s evidence-based continuous improvement as a method of tracking development, informing instruction, and inspiring reflection.

K.1– The curriculum provides tools for formative assessments that track child progress and inform teaching practices.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum utilizes formative assessment tools that are comprehensive, provide explicit instructions for implementation, and align with curriculum goals and developmental milestones. Clear resources are provided to guide teachers in analyzing assessment data and adapting teaching strategies accordingly.	The curriculum utilizes formative assessment tools that are available and generally useful but may lack detailed instructions, strong alignment with curriculum goals, or comprehensive support for data analysis.	The curriculum utilizes formative assessment tools that are mentioned but are vague or lack clear guidance for implementation or use in informing teaching practices.	Formative assessment tools are absent or fail to address meaningful child progress tracking or instructional adjustment.	Info. not provided

K.2– The curriculum supports ongoing reflection and adjustment of teaching practices to align with evolving research and classroom needs.

7 Points	5 Points	3 Points	1 Point	INP
The curriculum includes a structured and detailed process for teacher reflection, offering practical tools for revising goals, adapting methods, and implementing	Reflection and adjustment processes are included, with general guidance and tools, though they may lack	Reflection and adjustment are mentioned briefly but lack tools or detailed guidance to support effective	Reflection and adjustment processes are not addressed in the curriculum.	Info. not provided

improvements based on observations, feedback, and emerging research.	specificity or a strong link to research-based practices.	implement- action.		
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E: Additional Criteria

I. Explicit Transformative Pedagogy Focus ____/14 points

A. The curriculum intentionally and explicitly prioritizes innovative and child-centered pedagogical approaches.

A.1- Child-Led Exploration & Play

7 Points	5 Points	3 Points	1 Point	INP
Learning is primarily driven by open-ended, child-led exploration and inquiry, with robust guidelines for educators to scaffold without directing.	Learning includes opportunities for child-led exploration with some guidance for educators to support play.	Some child-led exploration is encouraged but is limited in scope or not well-defined.	Few opportunities for child-led exploration exist, with minimal guidance for educators.	Info. not provided

A.2- Nature-Based and Experiential Learning

7 Points	5 Points	3 Points	1 Point	INP
Provides extensive opportunities for nature-based or experiential learning, including outdoor activities or real-world problem-solving.	Includes some nature-based or experiential learning opportunities, though not consistently emphasized.	References nature-based or experiential learning but provides limited application.	Few nature-based or experiential opportunities included.	Info. not provided

II. Literacy-Rich Classroom Environments ____/21 points

B. The curriculum intentionally and explicitly promotes early literacy skills and love for reading through diverse and engaging language experiences.

B.1- Print-Rich Environment

7 Points	5 Points	3 Points	1 Point	INP
Clear, detailed guidance	Guidance	Basic	Minimal	Info. not

for creating a literacy-	provided but	references to	inclusion of	provided
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rich environment with diverse print and oral language resources.	lacks diversity or comprehensiveness.	creating a literacy-rich environment with limited resources.	literacy-rich environment strategies.	
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B.2– Integrated Literacy Strategies

7 Points	5 Points	3 Points	1 Point	INP
Literacy seamlessly integrated into diverse content areas and daily routines with specific strategies.	Some integration of literacy into routines or other content areas.	Limited integration of literacy strategies across content.	Minimal integration of literacy into other areas.	Info. not provided

B.3– Support for Diverse Literacy Practices

7 Points	5 Points	3 Points	1 Point	INP
Comprehensive approach to promoting diverse literacy practices within a curriculum. Reflects evidence-based and differentiated learning strategies.	Includes diverse literacy practices but with limited scope.	Mentions diverse literacy practices but lacks clear implementation.	Few diverse literacy practices included.	Info. not provided

III. Intentional Material Selection & Updates ____/14 points

C. The curriculum ensures materials are intentionally selected and meaningfully updated.

C.1– Intentional Selection of Materials

7 Points	5 Points	3 Points	1 Point	INP
Curriculum designed with detailed plan for selecting meaningful materials that are engaging, representative, and compatible with the varying learning styles of all children.	Curriculum designed with some plan for selecting meaningful materials, but may lack attention to engagement, representation, or compatibility	Curriculum references materials selection process but lacks detail.	Curriculum lacks clear process for selecting materials.	Info. not provided

	with varying learning styles.			
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C.3– Ongoing Review of Materials

7 Points	5 Points	3 Points	1 Point	INP
Curriculum designed with detailed plan to regularly review and update materials to maintain quality and relevance in line with research in the field as well as relevance and efficacy in the classroom.	Curriculum designed with some plan to regularly review and update materials but may lack attention to recent research or relevance and efficacy in the classroom.	Curriculum references regular reviews and updates of materials but lacks detail.	Curriculum lacks clear process for reviewing and updating materials.	Info. not provided

IV. Supports/Scaffolding for Teacher Reflection & Self-Care ____/14 points

D. The curriculum demonstrates structures and supports for prioritizing teacher well-being and growth.

D.1– Opportunities for Teacher Reflection

7 Points	5 Points	3 Points	1 Point	INP
Includes extensive reflection tools (journals, prompts, peer discussions) tied to curriculum implementation.	Includes some reflection tools with moderate guidance.	Limited reflection tools provided	Minimal opportunities for reflection	Info. not provided

D.2– Support Networks for Educators

7 Points	5 Points	3 Points	1 Point	INP
Curriculum facilitates professional networks (mentorship, learning communities) for teachers.	Some support networks encouraged but not fully integrated.	References support networks but lacks clear implementation.	Minimal evidence of support networks.	Info. not provided

V. Framework for Continuous Improvement ____/14 points

E. The curriculum encourages a dynamic curriculum approach that evolves with feedback, research, and community needs.

E.1- Feedback Integration

7 Points	5 Points	3 Points	1 Point	INP
Detailed process for integrating educator and family feedback into curriculum updates.	Includes a feedback process but lacks comprehensive details.	Mentions feedback integration but lacks clear application.	Minimal feedback process.	Info. not provided

E.2- Adaptability to New Research

7 Points	5 Points	3 Points	1 Point	INP
Curriculum regularly updates content, materials, and practices based on emerging research and best practices.	Curriculum shows some adaptability to new research.	Curriculum shows limited adaptability to new research.	Curriculum shows minimal evidence of adapting to research.	Info. not provided