Pre-Kindergarten Comprehensive Curriculum Rubric

for Pre-Kindergarten Children Ages Three and Four

Evaluator (please print name)		Evaluator Number	
Title of Curriculum Model			
Author(s) of Curriculum Model			
Publisher of Curriculum Model			
Copyright Date			
Revision Date and Edition, If Applicable			

Pre-kindergarten programs will use a research- and evidence-based comprehensive curriculum that is designed to prepare children to be ready for kindergarten, with emphasis in early literacy, and is aligned with the Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children. Mississippi Code Annotated § 27-103-159 defines "evidence-based program" as "a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population." Additionally, the curriculum contains thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master all the performance standards in the Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children. This rubric details the desired components of an early childhood curriculum for three and four-year-olds.

Overall Rating

Choose One: **Green**, Exemplifies Quality or Meets All of Standard Criteria

       Yellow, Approaching Quality or Partially Meets All of the Standard Criteria

       Red, Not Representing Quality or Does Not Meet Standard Criteria

STRONG	WEAK
1. Research Based and Evidence Curriculum (Non-negotiable)	
2. Content Within the Parameters of the Standards (Non-negotiable)	
3. Appropriateness of Curriculum Materials and Activities (Non-negotiable)	
4. Complexity of Curriculum Materials and Activities (Non-negotiable)	
5. Quality of Curriculum Materials and Activities (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Scaffolding and Support	
8. Activities/Materials Supporting Parental Participation	
9. Assessment	

Instructions for Review:

- To evaluate each set of submitted materials, begin by reviewing Column 2.
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- If there is a "Yes" for all "Non-negotiable" indicators in Column 2 for Criteria 2-5 "Non-negotiables," then the materials receive a "Yes" in Column 1. If there is a "No" for any "Non-negotiable" indicators in Column 2 for Criteria 2-5, then the materials receive a "No" in Column 1. If an indicator has more than one component, a score of "Yes" must be received for every component in order to score an overall "Yes" on that indicator.
- Materials may receive a "Yes" or a "No" rating in Column 1 for Criteria 1: "Non-negotiable" (Research- and Evidence-Based Curriculum).

Rating Scale

Green ratings receive a "Yes" in Column 1 for all Non-negotiable indicators (pages 4-8) AND Additional Indicators of Quality (page 9-10).

Yellow ratings receive a "Yes" in Column 1 for most Non-negotiable indicators but may receive "No" rating(s) for Valid Evaluation Studies (Non-negotiable) and the Additional Indicators of Quality.

Red ratings receive a "No" in Column 1 for two or more of the Non-negotiable indicators.

Column 1 CRITERIA	Column 2 INDICATORS OF SUPERIOR QUALITY	Column 3 MEETS EXPECTATIONS (yes/no)	Column 4 JUSTIFICATION/COMMENTS WITH EXAMPLES (note specific location of content within product)
SECTION I: GREEN AND YELLOW NON-NEGOTIABLES			
1. **RESEARCH-AND EVIDENCE-BASED COMPREHENSIVE CURRICULUM** Curriculum has proven to be both evidenced based and researched based. _____Yes _____No Curriculum has proven to be researched based only. _____Yes _____No	**1a) Valid Research-** The curriculum model has a clear detailed description of how it is grounded in theory in all written materials, how it is supported by current child development research, and has an extensive bibliography. **1b) Valid Evaluation Studies-** The curriculum model has been evaluated through two or more studies, including at least one with over five years of longitudinal data, to demonstrate the curriculum model's positive effects of child outcomes. Mississippi Code Annotated § 27-103-159 defines "evidence-based program" as "a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population."	_____ _____	

2. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the Mississippi Early Learning Standards Serving Infants through Four-Year-Olds (pages 32-92). _____ Yes _____ No	**2a)** A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Mississippi Early Learning Standards Serving Infants through Four-Year-Olds (pages 32-92) (i.e., address each of the domains listed below): • English Language Arts (ELA), • Math (M), • Science(S), • Social Studies (SS), • Physical Development (PD), • Creative Expression (CE), • Social and Emotional Development (SE), and • Approaches to Learning (ATL).	ELA _____ M _____ S _____ SS _____ PD _____ CE _____ SE _____ ATL _____	
3. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES _____ Yes _____ No The curriculum contains thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master the performance standards in the Mississippi Early	**3a)** Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children given substantial opportunities to choose interest areas/learning centers and activities within each).		
	3b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on		

Learning Standards for Classrooms Serving Three-Year-Old Children and the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children (pages 32-92).	approaches (i.e. does not typically support practice with worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to puzzles, dramatic play, investigations, etc.		
	3c) Materials and activities are included that are culturally sensitive.		
	3d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. However, instructional delivery shall be organized primarily using a variety of learning centers.		
	3e) Materials and activities are appropriate for the domain and skill (s) they are intended to address.		
4. **COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES**	**4a)** Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and		

_____ Yes _____ No	vocabulary build upon each other in a meaningful way).		
	4b) Adequate explanatory materials for teachers are provided (e.g., explicit instructions on how to use materials or conduct lessons).		
5. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES _____ Yes _____ No	**5a) The curriculum** is emphasized through a thematic unit with materials and activities that integrate multiple domains so that learning happens in meaningful context; promote children's acquisition and use of the domain's language and vocabulary; engage children in active learning cognitively, physically, socially, and artistically; and support the following: Example Theme: Seasons - English Language Arts (ELA), Examples: theme related read alouds, interactive questions, phonological awareness, alphabet knowledge, concept words cards, drawing, writing - Math (M), Examples: theme related counting such as placing fall stickers on a strip and counting them, geometry, measurement, math		

	vocabulary, persistence in problem solving
	• Science(S),
	  Examples: theme related journaling such as students drawing the seasons, they observed
	• Social Studies (SS),
	  Examples: theme related discussion of the types of clothing worn during the season
	• Physical Development (PD),
	  Examples: theme related game such as filling a pail with plastic apples
	• Creative Expression (CE),
	  Examples: use music/scarves to move and express the type of weather seen in each season
	• Social and Emotional Development (SE), and
	  Examples: theme related expression such as using playdough to make faces to show how one feels about a season
	• Approaches to Learning (ATL).
	  Examples: approaches to learning can be integrated among the other examples and listed as a standard		

CRITERIA	INDICATORS OF HIGH QUALITY	MEETS EXPECTATIONS yes/no	JUSTIFICATION/COMMENTS WITH EXAMPLES (note specific location of content within product)
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. _____ Yes _____ No	**6a)** Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).		
	6b) Additional/supplemental materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.		
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. _____ Yes _____ No	**7a)** Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.		
	7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children's needs/interests.		
8. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION _____ Yes _____ No	**8a)** Provides a variety of activities to extend learning from the classroom into the home.		

CRITERIA	INDICATORS OF HIGH QUALITY	MEETS EXPECTATIONS yes/no	JUSTIFICATION/COMMENTS WITH EXAMPLES (note specific location of content within product)
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
9. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. _____ Yes _____ No	**9a)** Assessments consistent with the Mississippi Early Learning Guidelines Serving Infants through Four-Year-Olds (pages 32-92) are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples).		
	9b) Methods to assess children's learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.		

FINAL EVALUATION:			
Green Ratings receive a "Yes" in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.			
Yellow ratings receive a "Yes" in Column 1 for most Non-negotiable indicators but may receive "No" rating(s) for Valid Evaluation Studies (Non-negotiable) and the Additional Indicators of Quality.			
Red Ratings receive a "No" in Column 1 for two or more of the Non-Negotiable indicators.			
Compile the results of Section I and Section II to make final decision for the material under review.			
I: Non-Negotiables	1. (a) Research- and Evidence-Based Comprehensive Curriculum (b) Research-Based Comprehensive Curriculum Only		
	2. Content Within the Parameters of the Standards		
	3. Appropriateness of Curriculum Materials and Activities		
	4. Complexity of Curriculum Materials and Activities		

	5. Quality of Curriculum Materials and Activities		
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities		
	7. Scaffolding and Support		
	8. Activities/Materials Supporting Parental Participation		
	9. Assessment		

FINAL DECISION FOR THIS MATERIAL:

Choose One:

Green, Exemplifies Quality or Meets All of Standard Criteria _____

Yellow, Approaching Quality or Partially Meets All of the Standard Criteria _____

Red, Not Representing Quality or Does Not Meet Standard Criteria _____

 Evaluator Number: _____