

Overall score for:

How Curriculum Scoring Works in the OEC Review Process

Gateways	Sections	Section Score	Notes or Supplement Needed (49 – 60 months only)
Arkansas Early Childhood Guideline Alignment	Comprehensive	Y or N	
	Scope and Sequence	Y or N	
	Readily Available	Y or N	
Child Development, Emotional Support, Instructional Support	Cognitive Development, Integration of Content, and Research		
	Child Development and Health Associated Domains		2.1 – <input type="checkbox"/>
	Emergent Literacy		3.2 – <input type="checkbox"/> 3.3 – <input type="checkbox"/> 3.4 – <input type="checkbox"/>
	Mathematical Thinking		4 – <input type="checkbox"/>
	Science and Technology, Social Studies, Creativity and Aesthetics		
Supporting Child Outcomes and Classroom Organization	Assessment		
	Classroom Organization, Implementation, and Instruction		
	Support for All Learners		
	Family Support		
Total Score	Total score of all sections divided by the total number of sections (9)		Please circle: Fully Meets – 4 Partially Meets 3.0 – 3.9 Does Not Meet 0 – 2.9

Rubric Criteria and Guidelines

Please list the name and publisher of the curriculum to be reviewed:		
<u><i>Arkansas Early Childhood Guideline Alignment</i></u>		
Comprehensive Curriculum		
The curriculum must provide rich, meaningful, and interesting learning experiences ¹ across multiple domains that are comprehensive in supporting children's learning and development. ²		
Criteria	Criteria Met	List Evidence
Is the curriculum fully aligned with the ACDELS ³ and includes the domains of development and learning?	<input type="checkbox"/> Yes, it meets multiple domains. (Select all age bands that the curriculum includes.) <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input type="checkbox"/> Infant (0 - 18 months) <input type="checkbox"/> Toddler (15 - 36 months) </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input type="checkbox"/> Preschool (36 - 60 months) <input type="checkbox"/> Birth to 5 (Birth - 60 months) </div> <input type="checkbox"/> No, it does not meet multiple domain and is more domain-specific.	
Is the curriculum based on sound child development theory that promotes teaching practices, learning experiences, and developmentally appropriate content that research has shown to be effective in supporting positive child outcomes in the domains of the ACDELS?	<input type="checkbox"/> Yes, the teaching practices and learning experiences are built on sound child development theory and are research-based. <input type="checkbox"/> No, the teaching practices and learning experiences are not built on sound child development theory and are not research-based.	

Arkansas Early Childhood Guideline Alignment

Scope and Sequence

A scope and sequence outlines what the curriculum focuses on and how the plans and materials support children at different levels of development. The scope refers to the areas of development addressed by the curriculum; the sequence includes plans and materials for learning experiences that progressively build from less to more complex, with the goal of supporting children as they move through the developmental progressions.⁴ A content-rich curriculum ensures that sequences of learning experiences include multiple, related opportunities for children to explore a concept or skill with increasing depth. Sequences of learning experiences should be flexible to respond to individual children's interests, strengths, and needs.

Criteria	Criteria Met	List Evidence
Scope: Does the curriculum include a clearly identifiable scope that addresses essential domains of learning and development?	<p>_____ Yes, there is a scope of learning clearly identified that addresses essential domains of learning and development.</p> <ul style="list-style-type: none"> • Evidence could include curriculum maps or pacing guides. <p>_____ No, there is no documentation or evidence that clearly outlines the learning objectives that will be covered throughout the year.</p>	
Sequence: Does the curriculum include sequences of learning experiences that progressively build from less to more complex to support children as they move through developmental progressions, both within and across units of study?	<p>_____ Yes, there is a sequence of learning experiences clearly outlined.</p> <ul style="list-style-type: none"> • The curriculum provides multiple, related opportunities to explore concepts or skills with increasing depth. • The sequences of learning experiences allow for flexibility in moving through them based on the individual interests, strengths, and needs of children. <p>_____ No, the curriculum does not provide sequenced learning experiences that progressively build from less to more complex skills.</p>	

Arkansas Early Childhood Guideline Alignment

Readily Available or Accessible

The curriculum is currently available for purchase or is open source from the developer.

Criteria	Criteria Met	List Evidence
Is the curriculum currently available for purchase from the developer or open source?	<input type="checkbox"/> The curriculum is commercially available for purchase. <input type="checkbox"/> The curriculum is open source. <input type="checkbox"/> Free <input type="checkbox"/> Low Cost	

Child Development, Emotional Support, Instructional Support

1. Cognitive Development, Integration of Content, and Research

Materials must provide opportunities for children to think, explore, and understand the world around them. Learning experiences integrate content and skills across domains, throughout the day, and throughout the curriculum as indicated in the ACDELS and current research on best practices.

Criteria	Indicators of High-Quality	Justifications	Overall Decision
1.1 Materials and activities are cross-curricular and consistent with the ACDELS Cognitive Development Domain .	<ul style="list-style-type: none"> A large majority of materials and activities provide substantial opportunities and experiences for children to meet learning goals in: <ul style="list-style-type: none"> Approaches to Learning Executive Function Logic and Reasoning 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
1.2 Materials provide themes, studies, or units that integrate multiple learning domains , content, and standards through the use of high-quality texts ⁵ to support content integration.	<ul style="list-style-type: none"> Materials appeal to children's interest in order to deepen motivations, enjoyment, and learning. Materials clearly identify domains and are purposefully developed or reinforced in each learning activity. Materials and activities refer to high-quality texts that are strategically chosen to support content and skill development in multiple domains. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
1.3 Materials and activities included are responsive and reflective of all children and families.	<ul style="list-style-type: none"> Materials are responsive and reflective of all children and families through: <ul style="list-style-type: none"> Literature Posters Music Art Thematic Units 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

	○ Family Engagement Activities		
1.4 The materials reflect current child development research about ways children learn and develop through appropriate practice.	<ul style="list-style-type: none"> Materials provide guidance to teachers on how to connect all domains to purposeful, interactive, and hands-on play that promotes choice. Materials have an intentional balance of teacher-led and child-led activities. Research is cited, current, and relevant to early childhood development. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
		Total Score -	
		Total Score Divided by Total Number of Criteria (16 Points Possible)	

Child Development, Emotional Support, Instructional Support

2. Child Development and Health Associated Domains

Materials must provide for the development of health and wellness (physical health, mental health, and social well-being⁶ competencies and include the development of children's listening and speaking skills as indicated in the ACDELS.

Criteria	Indicators of High-Quality	Justifications	Overall Decision
2.1 Materials include direct social/emotional development instruction and explicit teaching and practice of each skill.	<ul style="list-style-type: none"> Materials provide opportunities for children to recognize themselves as unique individuals and express confidence in their own abilities. Materials include appropriate texts used to support self-regulation, behaviors, and responding to emotions. Materials provide teacher guidance on how to model social and emotional development skills. Materials provide opportunities to learn, practice, and apply these skills throughout the day. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
2.2 Materials include activities that develop safe and healthy habits .	<ul style="list-style-type: none"> Materials provide teacher guidance on modeling safe and healthy habits. Materials provide a variety of opportunities and activities to practice and reflect on safe and healthy habits. Materials provide teacher guidance on supporting children's awareness of rules and responsibilities for safe behavior. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
2.3 Materials include activities to develop physical skills and refine motor development through movement.	<ul style="list-style-type: none"> Materials provide numerous daily opportunities to develop their gross motor skills through movement. Materials provide daily opportunities to develop their fine motor skills through tasks that do not require writing. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

2.4 Materials provide guidance on developing listening skills .	<p>Ages: 0-3</p> <ul style="list-style-type: none"> Language development is emphasized through resources and activities that support: <ul style="list-style-type: none"> Frequent talk and conversations during daily routines (e.g., diapering and transitions) Social interactions and the use of gestures, sounds, words, phrases, or simple sentences to communicate Open-ended questions Use of rhymes, finger plays, and music/songs that are appropriate for each developmental stage <p>Ages: 3-4</p> <ul style="list-style-type: none"> Language development is emphasized through resources and activities that support: <ul style="list-style-type: none"> Frequent back-and-forth conversations⁷ to follow conversation norms Open-ended prompts Modeling active listening for understanding in multi-step directions/interactions Opportunities to listen for understanding Teacher guidance for the use of explicit language to map one's own thinking. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
2.5 Materials provide guidance on developing speaking skills .	<ul style="list-style-type: none"> Materials provide opportunities to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts. Materials provide teacher guidance on corrective feedback of children's speech production, sentence structure, and grammar. Materials provide teacher guidance on setting up and facilitating activities that allow children to 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

	<p>practice the production of a variety of sounds, appropriate sentence structure, and grammar.</p> <ul style="list-style-type: none"> Materials provide support and guidance for children to work collaboratively and engage in discussion using conversation norms (where developmentally appropriate). 		
2.6 Materials support expanding children's vocabulary .	<ul style="list-style-type: none"> Materials follow a progression of vocabulary development that is age and sequentially appropriate. Materials include a variety of strategies for supporting vocabulary development that is integrated and authentically embedded in content-based learning (e.g, repeated read-alouds, interactive shared reading, language modeling, informational texts). 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
		Total Score -	
		Total Score Divided by Total Number of Criteria (24 Points Possible)	

Child Development, Emotional Support, Instructional Support

3. Emergent Literacy

Materials must develop the key predictors of early literacy and support children's development of pre-writing skills, including fine motor skills, as indicated in the ACDELS.

Criteria	Indicators of High-Quality	Justifications	Overall Decision
3.1 Materials provide opportunities to develop oral language skills , including authentic text conversations. ⁸	<ul style="list-style-type: none"> Materials include opportunities to listen actively, ask questions, and engage in discussion to understand information in texts. Materials provide consistent opportunities to engage in discussions that require children to share information and make connections about the texts. Materials provide support and guidance to work collaboratively and engage in discussion about texts (where developmentally appropriate). 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
3.2 Materials provide direct (explicit) instruction and opportunities for practice in phonological skills .	<ul style="list-style-type: none"> Materials follow the current science of reading research-based development continuum of how children acquire phonological awareness. Materials include a variety of types of activities that engage children in identifying, synthesizing, and analyzing sounds (e.g., attends/produces sounds, playing with sounds, voicing, place, and manner of articulation). Materials allow for instruction and practice of phonological awareness skills 3-5 times a week in isolation and connected to alphabetic knowledge skills (where developmentally appropriate). 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
3.3 Materials provide direct (explicit) instruction and opportunities for	Ages: 0-3 <ul style="list-style-type: none"> Materials provide teacher guidance for facilitating early literacy and language exposure. Materials provide teacher guidance for facilitating 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

<p>practice in alphabetic knowledge skills.</p>	<p>singing the alphabet song.</p> <ul style="list-style-type: none"> Materials provide teacher guidance for facilitating the exploration of alphabet blocks or books. <p>Ages: 3-4</p> <ul style="list-style-type: none"> Materials follow a research-based, strategic sequence for the introduction of alphabetic knowledge. Materials provide teacher guidance on introducing, modeling, and using letter names and sounds. Materials allow for instruction and practice of alphabetic knowledge skills 3-5 times a week with distributed and repeated practice (no letter-of-the-week instruction). 		
<p>3.4 Materials provide direct (explicit) instruction in print knowledge and concepts⁹ and opportunities for practice.</p>	<p>Ages: 0-3</p> <ul style="list-style-type: none"> Materials provide teacher guidance for facilitating exploration of books with all senses. Materials provide teacher guidance for modeling beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back). Materials provide teacher guidance to support modeling the act of reading, such as through read-alouds. <p>Ages: 3-4</p> <ul style="list-style-type: none"> Materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts. Materials provide opportunities to develop an understanding of the everyday functions of print in the context of the children's experiences. Materials follow a developmentally appropriate continuum for the development of print awareness, knowledge, and opportunities for sufficient practice. 	<p><input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform</p>	

<p>3.5 Materials include a variety of text types and genres across content that are high-quality and at an appropriate level of complexity.</p>	<ul style="list-style-type: none"> • Materials include text selections at the appropriate level of complexity for children’s developmental level. • Materials include both fiction and nonfiction texts to accelerate children’s background knowledge. • Materials include a variety of types of texts, such as poems, songs, and nursery rhymes. • Materials include texts that provide opportunities to interact with stories that cover a range of interests, including regular and repeated read-alouds. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
<p>3.6 Materials use a variety of approaches to develop comprehension of text read aloud.</p>	<ul style="list-style-type: none"> • Materials include guidance for the teacher to model and support comprehension strategies such as answering questions, making predictions, and connecting texts to other books and children’s own experiences at home and school. • Materials include guidance for the teacher on basic text structure and its impact on understanding text (where developmentally appropriate). 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
<p>3.7 Materials include a variety of experiences through which children can engage with writing.</p>	<p>Ages: 0-3</p> <ul style="list-style-type: none"> • Materials provide teacher guidance for the exposure of a print-rich environment. • Materials provide teacher guidance for facilitating experimentation with different tools. • Materials provide teacher guidance for facilitating the exploration of writing tools and movements (e.g., scribble marks such as swirls or lines). <p>Ages: 3-4</p> <ul style="list-style-type: none"> • Materials include direct (explicit) instruction, as well as opportunities for children to imitate adult writing. • Materials include opportunities for children to generate independent writing. • Materials include opportunities for group writing on shared experiences. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

	<ul style="list-style-type: none"> Materials include opportunities for illustrations/drawing with detail, which transfer to writing. Materials include opportunities to write in response to reading. 		
3.8 Materials offer guidance to teachers on how to support children as they progress through the various stages of writing development .	<ul style="list-style-type: none"> Materials follow the developmental writing continuum and include teacher guidance for supporting students' growth across the continuum, in alignment with the ACDELS. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
3.9 Materials support fine motor development alongside and through writing.	<ul style="list-style-type: none"> Materials provide a variety of opportunities for children to develop their fine motor skills. Materials provide differentiation and guidance on how to develop children's fine motor skills toward writing. Materials describe a variety of tools and surfaces that can be used for writing experiences. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
		Total Score -	
		Total Score Divided by Total Number of Criteria (36 Points Possible)	

Child Development, Emotional Support, Instructional Support

4. Mathematical Thinking

Materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills indicated by the ACDELS.

Criteria	Indicators of High-Quality	Justifications	Overall Decision
4.1 Materials follow a logical mathematical continuum of concrete, pictorial, and then abstract representations. ¹⁰	<ul style="list-style-type: none"> Materials include instruction in mathematical competencies, which progress from concrete to pictorial to abstract, with the greatest emphasis on using concrete manipulatives. Materials provide guidance on a variety of concrete manipulatives and pictorial representations. Materials include cross-curricular activities that build conceptual understanding in: counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills (where developmentally appropriate). 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
4.2 Materials build number sense . ¹¹	<ul style="list-style-type: none"> Materials provide guidance and instruction for teachers on building children's conceptual understanding in math. Materials provide frequent and varied opportunities to participate in activities that build number sense (e.g., subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more/less than a number). 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
4.3 Materials develop academic math vocabulary .	<ul style="list-style-type: none"> Materials include opportunities to authentically use math vocabulary in context and within skills building. Materials include guidance for teachers on how to scaffold and support the development and use of academic math vocabulary. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

		Total Score -	
		Total Score Divided by Total Number of Criteria (12 Points Possible)	

Child Development, Content, and Instruction

5. Science and Technology, Social Studies, Creativity, and Aesthetics

Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies as indicated in the ACDELS.

Criteria	Indicators of High-Quality	Justifications	Overall Decision
5.1 Materials build science knowledge through inquiry-based instruction and exploration of the natural world. ¹²	<ul style="list-style-type: none"> Materials develop children's observation, questioning of their environment, and predictions. Materials develop children's ability to make comparisons, connections, and communicate ideas. Materials include scientific investigations and simple experiments using scientific tools. Materials provide opportunities to explore physical science, life science, and Earth's environment through hands-on experiences. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
5.2 Materials build social studies knowledge through the study of culture and community. ¹³	<ul style="list-style-type: none"> Materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state, and country. Materials provide opportunities to explore commonalities and differences in individuals. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

	<ul style="list-style-type: none"> Materials provide opportunities to learn about routines and events, both past, present, and future. Materials provide opportunities to explore the roles in society. 		
5.3 Materials expose children to fine arts through exploration.	<ul style="list-style-type: none"> Materials include a variety of daily experiences that provide creative thinking opportunities through multiple media (dance, music, dramatic play, painting, sculpture, drawing, and other movement). Materials emphasize the children's engagement in the process of creating rather than the product that is created. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
5.4 Materials include technology applications (where developmentally appropriate).	<ul style="list-style-type: none"> Materials provide opportunities to link technology into the classroom. Materials provide opportunities to explore and use various digital tools. Materials include teacher guidance that supports ethical and appropriate implementation and usage. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
		Total Score -	
		Total Score Divided by Total Number of Criteria (16 Points Possible)	

Supporting Child Outcomes and Classroom Organization

6. Assessment

Materials must provide for frequent, ongoing assessments that monitor children's development and allow educators to respond with a plan to strengthen children's understanding and knowledge.¹⁴

Criteria	Indicators of High-Quality	Justifications	Overall Decision
6.1 Materials promote ongoing observations and documentation of children's developmental progress using diagnostic tools, with guidance for teachers to monitor progress.	<ul style="list-style-type: none"> Materials include a variety of developmentally appropriate diagnostic tools (e.g., observational, anecdotal, formal). Materials provide guidance to ensure consistent and accurate administration of diagnostic tools. Materials include frequent, integrated opportunities that measure and track children's developmental progress (e.g., checklists, photographs, writing/student work samples) Materials support frequent progress monitoring that is appropriate for the age and the content skill. Materials provide guidance on communicating children's progress with families. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
6.2 Materials include guidance for teachers and administrators to analyze and respond to data	<ul style="list-style-type: none"> Materials support teachers with guidance and direction to respond to individual children's needs in all domains, based on measures of progress appropriate to the developmental level. Materials include data collection tools and methods, which yield meaningful information for teachers to use when 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

from diagnostic tools.	<ul style="list-style-type: none"> planning instruction and differentiation. Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to data. Materials provide guidance for administrators to support teachers in analyzing and responding to data. 		
		Total Score -	
		Total Score Divided by Total Number of Criteria (8 Points Possible)	

Supporting Child Outcomes and Classroom Organization

7. Classroom Organization, Implementation, and Instruction

Materials provide support for classroom organization, implementation, and instruction, including clear and easy-to-follow guidance for teachers.

Criteria	Indicators of High-Quality	Justifications	Overall Decision
7.1 Materials provide a variety of instructional methods and approaches that support children's engagement, learning interests, and needs. ¹⁵	<ul style="list-style-type: none"> Materials include a variety of instructional approaches to engage children in learning. Materials support developmentally appropriate instructional strategies. Materials support a variety of instructional structures, including a balance of teacher-directed and child-initiated experiences, grouping structures (e.g., whole, small, individual), and settings (e.g., outdoor play, centers, cooperative play). Materials support multiple types of practices (e.g., guided, independent, collaborative, interactive, hands-on) and provide guidance and structures to achieve effective implementation. (Practice is not supported with the use of worksheets or passive technology.) Materials provide teacher-directed and child-initiated experiences. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
7.2 Materials include ideal classroom arrangements that support opportunities for implementing authentic learning experiences (e.g., interest centers to support interactions)	<ul style="list-style-type: none"> Materials provide guidance on how to design well-organized, engaging indoor and outdoor environments and appropriate learning experiences that foster inquiry, open-ended explorations, and support all children's development. Materials provide guidance on how to establish a daily schedule, routines, and transitions. Materials include a year's worth of instruction. 		

7.2 Materials include ideal classroom arrangements that support opportunities for implementing authentic learning experiences (e.g., interest centers to support interactions)	<ul style="list-style-type: none"> Materials provide guidance on how to design well-organized, engaging indoor and outdoor environments and appropriate learning experiences that foster inquiry, open-ended explorations, and support all children's development. Materials provide guidance on how to establish a daily schedule, routines, and transitions. Materials include a year's worth of instruction. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
7.3 The materials include resources to help administrators support teachers with effective curriculum implementation .	<ul style="list-style-type: none"> Materials include resources and guidance to help administrators support teachers in implementing the materials as intended. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
7.4 The materials include resources for professional development . ¹⁶	<ul style="list-style-type: none"> Materials provide standardized initial training and ongoing professional development opportunities, such as resources in the professional development library, online platform, or directly from the publisher for teachers and administrators. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
7.5 Materials include detailed guidance that supports the teacher's delivery of instruction . ¹⁷	<ul style="list-style-type: none"> Materials provide guidance for teachers in explicit instructional strategies for teaching skill development. Materials provide detailed guidance for connecting prior content knowledge and experiences to new learning. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
		Total Score -	
		Total Score Divided by Total Number of	

		Criteria (20 Points Possible)	
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<u>Supporting Child Outcomes and Classroom Organization</u>			
8. Support for all learners			
Materials provide guidance and support that help teachers meet the diverse learning needs of all children.			
Criteria	Indicators of High-Quality	Justifications	Overall Decision
8.1 Materials include guidance, scaffolds, supports, and extensions that maximize learning potential. ¹⁸	<ul style="list-style-type: none"> Materials provide recommended targeted instruction and activities for children who need additional support through individualized intervention strategies. Materials provide additional enrichment activities for all levels of learners. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	

8.2 Materials include supports for English Learners (ELs) to meet the ACDELS.	<ul style="list-style-type: none"> Materials include teaching practices that support the learning, development, and engagement of English Learners (ELs) with developmentally appropriate content knowledge. Materials provide scaffolding strategies to support children at any level of English knowledge to fully participate in the curriculum's learning experiences. Materials include a variety of strategies for supporting English Learners. Materials include the strategic use of the child's first language as a foundation for English. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
		Total Score -	
		Total Score Divided by Total Number of Criteria (8 Points Possible)	

<u><i>Supporting Child Outcomes and Classroom Organization</i></u>			
9. Family Support			
Materials provide support for parent and family engagement that is a collaborative and strengths-based process through which early childhood teachers, families, and children build positive and goal-oriented relationships.			
Criteria	Indicators of High-Quality	Justifications	Overall Decision

9.1 Materials provide a variety of family engagement activities to strengthen all children's learning and development. ¹⁹	<ul style="list-style-type: none"> Materials offer responsive materials and strategies for communicating with all parents and families about their children's development and the curriculum's learning experiences. Materials offer opportunities to engage all parents and families in children's learning and development. 	<input type="checkbox"/> Physical Materials <input type="checkbox"/> Online Platform	
		Total Score -	
		Total Score Divided by Total Number of Criteria (4 Points Possible)	

Additional Notes: Use this space to document any additional information that may not be reflected in the scoring criteria but is important for our team to know and for future users of the curriculum to consider.

Resources

¹ DAP: *Planning and implementing an engaging curriculum to achieve meaningful goals*. NAEYC. (n.d.).
<https://www.naeyc.org/resources/position-statements/dap/planning-curriculum>

²National Academies of Sciences, Engineering, and Medicine. 2024. *A New Vision for High-Quality Preschool Curriculum*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/27429>.

³ The Division of Child Care and Early Childhood Education. (2016). *Arkansas Child Development and early learning standards*. Arkansas Head Start.org. Available at [https://www.arheadstart.org/Ark_Early_Learning_Standards%20\(19\)%20\(1\).pdf](https://www.arheadstart.org/Ark_Early_Learning_Standards%20(19)%20(1).pdf)

⁴ Walker, K., Heinrich, M., Uribe Montserrat, D. A., Stankovic-Ramirez, Z., McLellan-Bujnak, D., & Thompson, J. (2025). From Early Steps To Lifelong Pathways: Examining The Role of Developmental Cascades In Early Care and Education. *Literature Reviews in Education and Human Services*, 4(1)

⁵ Learning Forward. (2018). *High-quality curricula and team-based professional learning: A perfect partnership for equity*. Available at:
<https://learningforward.org>

⁶ Immordino-Yang, M., Darling-Hammond, L., & Krone, C. 2018. *The Brain Basis for Integrated Social, Emotional, and Academic Development: How Emotions and Social Relationships Drive Learning*. Washington, DC: The Aspen Institute.
<https://www.aspeninstitute.org/publications/the-brain-basis-for-integrated-social-emotional-and-academic-development>

⁷ Center for the Developing Child. "A Guide to Serve and Return: How Your Interaction with Children Can Build Brains."
<https://developingchild.harvard.edu/resource-guides/guide-serve-and-return/>

⁸ Paulson, L. H. (2001). *Building early literacy and language skills* (p. 30-31). Sopris West.

⁹ Paulson, L. H. (2001). *Building early literacy and language skills* (Appendix D, p. 387). Sopris West.

¹⁰ Charlesworth, R., & Lind, K. K. (2013). *Math and science for young children* (7th ed., pp. 9–10). Cengage Learning.

¹¹ National Council of Teachers of Mathematics. (2000) *Principles and standards for school mathematics*. Reston, VA. Author.

- ¹² Charlesworth, R., & Lind, K. K. (2013). *Math and science for young children* (7th ed., p.198). Cengage Learning.
- ¹³ Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child* (9th ed.). Pearson.
- ¹⁴ NAEYC (National Association for the Education of Young Children). 2020.*DAP: Observing, Documenting, and Assessing Children's Development and Learning*. Washington, DC: NAEYC. <https://www.naeyc.org/resources/position-statements/dap/assessing-development>
- ¹⁵ Yogman, M., Garner, A., Hutchinson, J. Hirsh-Pasek, K., & Golinkof, R.M. 2018. "The Power of Play: A Pediatric Role in Enhancing Development in Young Children." *Pediatrics* 142 (3): e20182058. <https://doi.org/10.1542/peds.2018-2058>.
- ¹⁶ Learning First, *What We Teach Matters: How Quality Curriculum Improves Student Outcomes*, July 15, 2020 (Johns Hopkins Institute for Education Policy & Learning First). <https://learningfirst.com/wp-content/uploads/2020/07/1.-What-we-teach-matters.pdf>.
- ¹⁷ Allan, S., & Leifer, R. (2017, August 23). How High-Quality Instructional Materials Can Drive Teacher Growth - K-12 Education. <https://usprogram.gatesfoundation.org/news-and-insights/articles/how-high-quality-instructional-materials-can-drive-teacher-growth>
- ¹⁸ Paulson, L. H. (2001). *Building early literacy and language skills* (pp.33-34). Sopris West.
- ¹⁹ NAEYC (National Association for the Education of Young Children). 2020.*DAP: Engaging in Reciprocal Partnerships with Families and Fostering Community Connections*. Washington, DC: NAEYC <https://www.naeyc.org/resources/position-statements/dap/engaging-families>