

Curriculum Evaluation Form
 Florida Department of Education
 VPK CURRICULUM REVIEW COMMITTEE

Curriculum/Publisher: _____
 Reviewer's Name: _____ Date of Evaluation: _____

Curriculum Evaluation Form

CRITERIA		RATING VALUE			
A. CONTENT		2: Exceeds – The curriculum thoroughly addresses the criterion. 1: Adequate – The curriculum adequately meets the criterion. 0: Unsatisfactory – The curriculum does not adequately meet the criterion.			
		Notes:		Rating Value:	
A.1.	Alignment with Standards for Four-Year-Olds – How well does the content align with each domain of the Florida Early Learning and Developmental Standards for Four-Year-Olds? <ul style="list-style-type: none"> • Correlations • Scope • Completeness • Curriculum Integration 				
A.1.a.	I. Physical Development *		2	1	0
A.1.b.	II. Approaches to Learning *		2	1	0
A.1.c.	III. Social and Emotional Development *		2	1	0
A.1.d.	IV. Language, Communication, and Emergent Literacy *		2	1	0
A.1.e.	V. Cognitive Development and General Knowledge *		2	1	0

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A.2.	Level of Treatment of Content: Scope and Sequence; Skills Trace - Does the level (complexity or difficulty) of the treatment of content match the Standards for Four-Year-Olds, the abilities of four-year-olds, and time periods allowed for teaching? Three skills traces per area (beginning, middle, end of program) highlighting how a skill is introduced and practiced. Skills traces should include: <ul style="list-style-type: none"> • Completeness • Compatibility with Scope and Sequence presented Developmental Appropriateness				
A.2.a.	Scope and Sequence: Alphabetic Knowledge *		2	1	0
A.2.b.	Skills Trace: Alphabetic Knowledge *		2	1	0
A.2.c.	Scope and Sequence: Phonological Awareness *		2	1	0
A.2.d.	Skills Trace: Phonological Awareness *		2	1	0
A.2.e.	Scope and Sequence: Vocabulary Development *		2	1	0
A.2.f.	Skills Trace: Vocabulary Development *		2	1	0
A.2.g.	Scope and Sequence: Mathematical Thinking *		2	1	0

Form VPK-Curr5, Rule 6A-1.099825, Effective November 2012

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A.2.h.	Skills Trace: Number Sense and Operations *		2	1	0
A.3.	Language-Rich Classroom * – curriculum materials should emphasize the teacher's role in providing opportunities to: <ul style="list-style-type: none"> • Engage children in extended conversations • Encourage children to tell and retell stories and describe events • Discuss a wide range of topics • Model use of new and unusual words • Discuss word meanings • Ask open-ended questions • Give explicit guidance on vocabulary, syntax, and pronunciation • Challenge children to justify their thinking • Focus on the expression of ideas 				
A.4.	Accuracy of Content - Is the content presented accurately?		2	1	0
A.5.	Relevance of Content - Is the content up-to-date for the academic discipline and the context in which the content is presented?		2	1	0
A.6.	Authenticity of Content – Does the content include problem-centered connections to life in a context that is meaningful to students?		2	1	0
A.7.	Multicultural Representation – Is the portrayal of gender, ethnicity, age, work situations, and various social groups been fair and unbiased?		2	1	0

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		Notes:		Rating Value:	
A.8.	Humanity and Compassion – Are people and animals portrayed with compassion, sympathy, and consideration of their needs and values?		2	1	0

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B. PRESENTATION		2: Exceeds – The curriculum thoroughly addresses the criterion. 1: Adequate – The curriculum adequately meets the criterion. 0: Unsatisfactory – The curriculum does not adequately meet the criterion. Notes: _____ Rating Value: _____		
B.1.	Comprehensiveness of Teacher and Student Resources			
B.1.a.	Comprehensiveness of Teacher Resources – Do resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the classroom beyond those available in a typical preschool classroom? <ul style="list-style-type: none"> • Components and materials are easy to use • Materials support lesson planning, teaching, and learning • Suggestions for adapting instruction • Guidelines and resources provided to implement and evaluate learning • Resources provided to use in classroom activities 	2	1	0
B.1.b.	Comprehensiveness of Student Resources – Are the student resources complete? Are directions easy to follow? Are there included review and practice opportunities to help children recall or apply previously taught knowledge and skills?	2	1	0
B.2.	Alignment of Instructional Components – Do the components of the instructional package align with each other, as well as with the curriculum? Does the content and progression of the instructional activities correspond within instructional components across the Florida Early Learning and	2	1	0

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	Developmental Standards for Four-Year-Olds domains and over the course of the year? Do the materials provided by the publisher integrated and interdependent with each other?			
B.3.	Organization of Instructional Materials			
B.3.a.	Access to content – Are there features to help search and locate information in texts?	2	1	0
B.3.b.	Visual features – Are visual features to help improve readability included?	2	1	0
B.3.c.	Visible structure and format – Do texts include at-a-glance features to signal organization of the content?	2	1	0
B.3.d.	Logical organization – Is the pattern of organization of the content consistent and logical?	2	1	0
B.4.	Readability of Instructional Materials/ Language Style – Do the narratives and visuals engage students in an activity/lesson appropriate to the student's abilities? Do the language style and visuals guide students' understanding of the content?	2	1	0

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B. PRESENTATION, cont.		2: Exceeds – The curriculum thoroughly addresses the criterion. 1: Adequate – The curriculum adequately meets the criterion. 0: Unsatisfactory – The curriculum does not adequately meet the criterion. Notes: Rating Value:		
B.5.	Pacing of Content – Does the amount of content presented at one time or the pace at which it is presented of a size or rate that allows students to perceive and understand it?	2	1	0
B.6.	Ease of Use of Materials			
B.6.a.	Use - Are the print and other media formats of the materials easy to use and replace?	2	1	0
B.6.b.	Durability - Will the materials be durable for multiple uses over time?	2	1	0

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C. LEARNING		2: Exceeds – The curriculum thoroughly addresses the criterion. 1: Adequate – The curriculum adequately meets the criterion. 0: Unsatisfactory – The curriculum does not adequately meet the criterion. Notes: Rating Value:		
C.1.	Motivational Strategies			
C.1.a.	Expectations – Do the materials positively influence the expectations of children?	2	1	0
C.a.b.	Feedback – Do the materials include informative and positive feedback on progress?	2	1	0
C.2.	Explicit Instruction – Are directions and explanations clear?	2	1	0
C.3.	Guidance and Support - Do the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers?			
C.3.a.	Level – Does the curriculum use appropriate scaffolding features to help children become more independent learners and thinkers?	2	1	0
C.3.b.	Adaptability – Does the guidance and support have adaptability for children's developmental differences and various learning styles?	2	1	0
C.4.	Active Participation of Children - Do the materials engage the physical and mental activity of children during the learning process?			
C.4.a.	Activities – Do the curriculum activities engage children physically and mentally, including organized activities and logical extensions of content, goals, and objectives?	2	1	0

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C.4.b.	Child Responses – Do projects and activities include opportunities for children to respond and actively participate?	2	1	0
C.5.	Assessment			
C.5.a.	Alphabet Knowledge * - Does the assessment(s) measure progress in the area of alphabet knowledge, as it relates to the Standards for Four-Year-Olds?	2	1	0
C.5.b.	Phonological Awareness * - Does the assessment(s) measure progress in the area of phonological awareness, as it relates to the Standards for Four-Year-Olds?	2	1	0
C.5.c.	Number Sense and Operations * - Does the assessment(s) measure progress in the area of number sense and operations, as they relate to the Standards for Four-Year-Olds?	2	1	0
C.5.d.	Linking Assessment Results Back to Instruction * - Do assessment results link back to strategies and activities for the teacher to use to guide instruction, based on assessment results, in at least the areas covered by C.5.a., C.5.b., and C.5.3.?	2	1	0

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D. PROFESSIONAL DEVELOPMENT		2: Exceeds – The curriculum thoroughly addresses the criterion. 1: Adequate – The curriculum adequately meets the criterion. 0: Unsatisfactory – The curriculum does not adequately meet the criterion. Notes: Rating Value:		
D.1.	Initial Professional Development * – Does the initial professional development provide adequate opportunities for teachers to learn new concepts and practice what they learn, including administration and interpretation of assessment(s).	2	1	0
D.2.	Ongoing Professional Development * Does the ongoing professional development provided to support and a deeper level of knowledge of the curriculum, including how the curriculum enhances children’s development and skills in the five domains of the Florida Early Learning and Developmental Standards for Four-Year-Olds.	2	1	0
D.3.	Supporting High Quality, Consistent Teaching * – Does the professional development emphasize implementation of high quality, consistent teaching, including <ul style="list-style-type: none"> • differentiating instruction based on assessment data (see item C.5. Assessment) • adjusting pace based on the group being taught • individualizing instruction as needed. 	2	1	0

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E. PARENT/FAMILY MATERIALS		2: Exceeds – The curriculum thoroughly addresses the criterion. 1: Adequate – The curriculum adequately meets the criterion. 0: Unsatisfactory – The curriculum does not adequately meet the criterion. Notes: Rating Value:		
E.1.	Support Materials for Parents and Families *- To what extent do the teacher/parent materials focus on family involvement and provide parent involvement opportunities (e.g., materials to send home, family workshop materials, access to online resources)?	2	1	0
E.2.	Materials Available in Multiple Languages - To what extent are materials available in multiple languages?	2	1	0

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F. RESEARCH BASE		2: Exceeds – The curriculum thoroughly addresses the criterion. 1: Adequate – The curriculum adequately meets the criterion. 0: Unsatisfactory – The curriculum does not adequately meet the criterion. Notes: Rating Value:		
F.1.	Expertise for Content Development * - To what extent do the authors, reviewers, and sources that contributed to the development of the materials have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction?	2	1	0

*** Overview of specific scores needed for a submission to be considered for approval:**

A.1. Alignment with the Standards for Four-Year-Olds

- A score of 3, averaged across reviewers, is needed across items in A.1.a, A.1.b., A.1.c.)
- A score of 1, averaged across reviewers, is needed for each of the following individual items: A.1.d., A.1.e.

A.2. Level of Treatment of Content: Scope and Sequence; Skills Trace

- A score of 1, averaged across reviewers, is needed for each of the following individual items: A.2.a., A.2.b., A.2.c., A.2.d., A.2.e., A.2.f., A.2.g., A.2.h.

A.3. Language-Rich Classroom

- A score of 1, averaged across reviewers, is needed for item A.3.

C.5. Assessment

- A score of 1, averaged across reviewers, is needed for each of the following individual items: C.5.a., C.5.b., C.5.c., C.5.d.

D. Professional Development

- A score of 3, averaged across reviewers, is needed across the items in D. (D.1., D.2., D.3.)

E.1. Support materials for parents and families

- A score of 1, averaged across reviewers, is needed for item E.1.

F.1. Research Base

- A score of 1, averaged across reviewers, is needed for item F.1.