**Form SR-CURR 5 Curriculum Evaluation**
Office of Early Learning
SCHOOL READINESS CURRICULUM REVIEW COMMITTEE

Curriculum Developer:_____ Name of Curriculum:_____
Reviewer's Code:_____ Date of Review:_____
Age Group:_____

**Scoring:** A curriculum submitted for review must score at least a (1) in each criteria area as determined by 70 percent or more of reviewers in order to be eligible for placement on the list of approved curricula.

| CRITERIA | | RATING VALUE | | | |
|---|---|---|---|---|---|
| **A. CONTENT** | | **2: Exceeds – Curriculum thoroughly addresses the criterion.** **1: Meets – Curriculum meets the criterion.** **0: Does Not Meet – Curriculum does not meet the criterion.** **Notes:** | | | **Rating Value:** |
| **A.1.** | **Alignment with Florida Early Learning and Developmental Standards: Birth to Five** – How well does the content align with each domain of the Florida Early Learning and Developmental Standards: Birth to Five? <br>• *Correlations* <br>• *Completeness* <br>• *Scope* <br>• *Curriculum Integration* | | | | |
| **A.1.a.** | **I. Physical Development** <br>• *Gross Motor Development* <br>• *Fine Motor Development* <br>• *Self-Help* <br>• *Health and Wellness* | | 2 | 1 | 0 |
| **A.1.b.** | **II. Approaches to Learning** <br>• *Eagerness and Curiosity* <br>• *Persistence* <br>• *Creativity and Inventiveness* <br>• *Planning and Reflection* | | 2 | 1 | 0 |
| **A.1.c.** | **III. Social and Emotional Development** <br>• *Trust and Emotional Security* <br>• *Pro-social Behaviors* <br>• *Self-Regulation* <br>• *Self-Concept* <br>• *Relationship* <br>• *Social Problem-Solving* | | 2 | 1 | 0 |

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| | | **Notes:** | | | **Rating Value:** |
| **A.1.d.** | **IV. Language, Communication and Emergent Literacy** • *Listening and Understanding* • *Communication and Speaking* • *Early/Emergent Reading* • *Early/Emergent Writing* • *Vocabulary* • *Sentences and Structure* • *Conversation* | | 2 | 1 | 0 |
| **A.1.e.** | **V. Cognitive Development and General Knowledge** • *Exploration and Discovery* • *Concept Development and Memory* • *Problem-Solving and Creative Expression* • *Mathematical Thinking* • *Scientific Thinking* • *Social Studies* • *The Arts* | | 2 | 1 | 0 |
| **A.2.** | **Accuracy of Content –** Is the content presented accurately? | | 2 | 1 | 0 |
| **A.3.** | **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.4.** | **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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|---|---|---|---|---|
| **B. PRESENTATION** | **2: Exceeds – Curriculum thoroughly addresses the criterion.**<br>**1: Meets – Curriculum meets the criterion.**<br>**0: Does Not Meet – Curriculum does not meet the criterion.**<br><br>**Notes:** | | | **Rating Value:** |
| **B.1.** | **Comprehensiveness of Teacher and Child Resources** | | 2 | 1 | 0 |
| **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 early learning environment?<br>• Components and materials are easy to use.<br>• Materials support lesson planning, teaching and learning.<br>• These are suggestions for adapting instruction.<br>• Guidelines and resources are provided to implement and evaluate learning.<br>• Resources are provided to use in classroom activities. | | 2 | 1 | 0 |
| **B.1.b.** | **Comprehensiveness of Child Resources** – Are the child 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 |

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| CRITERIA | | RATING VALUE | | | |
|---|---|---|---|---|---|
| **B. PRESENTATION** | | **2: Exceeds – Curriculum thoroughly addresses the criterion.** <br> **1: Meets – Curriculum meets the criterion.** <br> **0: Does Not Meet – Curriculum does not meet the criterion.** | | | |
| | | **Notes:** | | | **Rating Value:** |
| **B.2.** | **Alignment of Instructional Components** – Do the components of the instructional package align with each other, as well as with the curriculum? Do the content and progression of the instructional activities correspond within instructional components across the Florida Early Learning and Developmental Standards domains and over the course of the year? Are the materials provided by the submitter/developer integrated and interdependent with each other? | | 2 | 1 | 0 |
| **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.** | **Visible Structure and Format** – Do texts include at-a-glance features to signal organization of the content? | | 2 | 1 | 0 |
| **B.3.c.** | **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 children in an activity/lesson appropriate to the child's abilities? Do the language style and visuals guide children's understanding of the content? | | 2 | 1 | 0 |
| **B.5.** | **Pacing of Content** – Do the amount of content presented at one time or the pace at which it is presented of a size or rate that allows children to perceive and understand it? | | 2 | 1 | 0 |

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| CRITERIA | RATING VALUE | | | |
|---|---|---|---|---|
| **B. PRESENTATION** | **2: Exceeds – Curriculum thoroughly addresses the criterion.**<br>**1: Meets – Curriculum meets the criterion.**<br>**0: Does Not Meet – Curriculum does not meet the criterion.**<br><br>**Notes:** | | | **Rating Value:** |
| **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. IMPLEMENTATION STRATEGIES** | **2: Exceeds – Curriculum thoroughly addresses the criterion.**<br>**1: Meets – Curriculum meets the criterion.**<br>**0: Does Not Meet – Curriculum does not meet the criterion.**<br><br>**Notes:** | | | **Rating Value:** |
| **C.1.** | **Motivational Strategies** | | | |
| **C.1.a** | **Expectations** – Do the materials positively influence the expectations of children? | 2 | 1 | 0 |
| **C.2.** | **Guidance and Support** – Do the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers? | 2 | 1 | 0 |
| **C.2.a.** | **Level** – Does the curriculum use appropriate scaffolding features to help children become more independent learners and thinkers? | 2 | 1 | 0 |
| **C.2.b.** | **Adaptability** – Do the guidance and support have adaptability for children's developmental differences and various learning styles? | 2 | 1 | 0 |
| **C.3.** | **Active Participation of Children** – Do the materials engage the physical and mental activity of children during the learning process? | 2 | 1 | 0 |
| **C.3.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 |
| **C.3.b.** | **Child Responses** – Do projects and activities include opportunities for children to respond and actively participate? | 2 | 1 | 0 |

| OPTIONAL CRITERIA | RATING VALUE | |
|---|---|---|
| **CHARACTER DEVELOPMENT** | **1: Meets – Curriculum meets the criterion.** **0: Does Not Meet – Curriculum does not meet the criterion.** **Rating Value:** | |
| **1.**      **Character Development** | **1-Yes** | **0-No** |
| Does the curriculum infuse appropriate character development experiences to support the emotional and ethical development of children? The values within character development include kindness, honesty, responsibility and respect. | | |