Use the following rubric as a guide when evaluating the quality and completeness of any early childhood curriculum framework

Component	0	1	2	3	Score
ASSESSMENT **(Initial data collection to guide program planning)**	Provides little or no guidance for data collection prior to providing instruction	Provides some guidance for data collection prior to providing instruction	Provides a way of collecting and recording baseline data but might or might not be linked to instructional planning	Provides a systematic way of collecting and recording baseline data that guides instructional planning	
SCOPE & SEQUENCE **(content goals and the order children generally achieve them)**					
A. Addresses the whole child; aligned with state early learning standards	Few, if any, of the domains of the WMELS are included	Some of the domains of the WMELS are included	Most of the domains of the WMELS are included	All domains of the WMELS are included	
B. Concepts and skills are presented so that more complex learning builds on easier concepts/skills	Provides few , if any, learner goals, and not in any order that builds from least complex to more complex	Provides some learner goals, in some order, but not necessarily building from least to more complex	Provides some learner goals and outcomes in an understandable order that builds from least complex to more complex	Provides a comprehensive list of learner goals and outcomes in an understandable order that builds from least complex to more complex	
ACTIVITIES & INSTRUCTIONAL STRATEGIES					
A. Routines	No guidance on how to establish daily routines; no explanation of how to embed learning goals	Little guidance on how to establish daily routines; little or no explanation of how to embed learning goals	Some guidance on how to establish daily routines; some explanation on how to embed learning goals	Clear guidance on how to establish daily routines & clearly demonstrates how to embed learning goals	
B. Daily Schedule	No guidance provided for developing daily schedules	Some guidance provided for developing daily schedules	Examples given for half-day and full-day schedules; does not specify group and play times	Examples given for half-day and full-day schedules that include small & large group & play time	
C. Learning Environment	Lists a few, if any, materials and equipment; does not provide suggestions for room/materials arrangement or floor plan	Lists some materials and equipment; but does not provide suggestions for room/materials arrangement or floor plan examples	Lists some materials and equipment; may provide suggestions for room/materials arrangement or floor plan examples	Describes recommended materials & equipment; provides suggestions for room/materials arrangement; provides floor plan examples	
D. How/What Teachers Do to Support Learning	Provides limited or no examples of ways teachers interact with and guide children to support learning; no information on evidence-based practices	Provides some examples of ways teachers interact with and guide children to support learning; no information on evidence-based practices	Provides some clear, evidence-based examples of ways teachers interact with and guide children to support learning	Provides many clear, evidence-based examples of ways teachers interact with and guide children to support learning – individually and in groups	
E. Developmentally Appropriate Activities & Materials	No activities and materials support hands-on, active learning; does not address a range of interests, abilities, & learning styles	Few activities and materials support hands-on, active learning; addresses a limited range of interests, abilities & learning styles	Activities and materials support some hands-on, active learning; and meet a wide range of interests, abilities & learning styles	Activities and materials support hands-on, active learning with a variety of materials to meet a range of interests, abilities & learning styles	
F. Individual & Cultural Diversity	Does not provide any suggestions for adapting activities, materials, &/or expectations to meet individual learner needs; does not address cultural diversity	Offers few limited suggestions for adapting activities, materials, &/or expectations to meet individual learner &/or cultural needs	Lists some suggestions for adapting activities, materials, &/or expectations to meet individual learner &/or cultural needs	Lists multiple examples/suggestions for adapting activities, materials, &/or expectations to meet individual learner &/or cultural needs; may suggest additional resources	
G. Involves Families	Offers no plans/materials to engage families/parents	Offers limited plans/materials to engage families/parents	Family/parent partnerships are valued; offers some plans/materials to engage families/parents	Family/parent partnerships are highly valued; clear plans/materials included to engage families/parents	
ON-GOING ASSESSMENT (progress monitoring – collecting data over time to monitor child's learning toward goals/outcomes)	Does not include an assessment tool	offers an assessment tool; but no guidance provided on use of the tool and data collected	offers curriculum-based assessment tool; provides some guidance on use of the tool and data collected	Offers valid, reliable curriculum-based assessment tool; provides clear guidance on use of the tool and data collected	