



Rubric for Reviewing Curriculum/Materials

The curriculum/materials rubric is provided to our network of early learning providers as a means to assist in the acquisition of materials that meet high expectations of best practice. Based on best practices in teaching and learning, this rubric is very forward-thinking with the intent of bringing our early learning materials up to speed with best-case scenario development, implementation, and use. Questions about how to use this rubric or how to implement this rubric within your organization should be directly submitted via our website

www.earlylearningalliancenet.org

Equity: To meet the needs of equity the materials should clearly include various lifestyles, economic backgrounds, religions, etc. To meet the needs of equity any child should be able to see themselves and their families in the materials. The materials should not include (unless historical in nature) graphics, pictures, etc. that are not relevant to the children born after 2012. Materials should be free of bias in any form and engage students in relevant, developmentally appropriate learning experiences.

Diversity/Inclusion: To fully address diversity and inclusion expectations the materials should be inclusive of a variety of races/ethnicities, individuals with disabilities, and all genders (including non-binary). Each picture, case study, or example should be inclusive of names that are diverse, inclusive, and demonstrative of not only the population you currently serve but also the greater global community in which your current students will live and work.



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Design and Visual Elements: Whenever possible, the elements of design and visual literacy indicative of best practice in 2019 should be evident. That means that there are multiple representations of content (audio, visual, game-based, etc.), there are at no time both serif and non-serif fonts included on the same page, and there is at no time more than three font types included in the same page or section (both for adult and child materials).

Research-based: Materials are inclusive of preliminary or executive content that is inclusive of foundational and recent citations that clearly tie the materials and the framework in which they have been constructed to relevant content research, research on learning, and cognitive science. Research should be clearly tied to content and demonstrate a clear representation of that research informing the content of the curriculum/program.

Developmentally appropriate: Materials are tied to a developmental framework that does more than tie to specific standards and grade levels. There is evidence of clear ties to research on learning, child development, cognitive development, and any relevant recommendations from the medical community. This should be evident in the duration of lessons/projects, any included assessment tools, vocabulary, and any child-focused materials with which a child will individually interact.

Rigorous Evaluation: There is evidence presented on the effectiveness of the program. That evidence is confirmed through organizations that provide an independent review of materials (examples may include: [What Works Clearinghouse](#), [Best Evidence Encyclopedia](#), [EdReports](#), or other similar entities). The evaluation of materials has been completed by individuals outside of the primary business or organization that is producing the materials.



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Multimedia: There are multiple avenues to connect with multimedia materials. Those materials are not just focused on consumption but also on the engagement of children in producing, interacting, constructing, and sharing materials that they create, co-create, and/or develop as a result of using/engaging with the curriculum or program presented. Multimedia materials make use of [Universal Design for Learning design framework](#), ensuring that all materials are created for a diverse set of users in mind.

Parents/Families: There are materials that have been specifically created for use with or informing of parents and families. Those materials show a clear tie to research, expected contribution, and expected impact for children using the materials. Parent and family materials are inclusive and available in multiple formats and clearly tied to learning science.

Training and Professional Development: Materials demonstrate inclusion of training and professional development materials that are created to engage educators in personalized professional learning. That professional learning should include suggested discussions, timelines, reflections, and resources to deepen educator knowledge of best practice overall while demonstrating best case scenario use of any materials/curriculum/program directly with students. There should be general tips for implementing with fidelity that go beyond basic expectations of counted time of engagement by students.



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Curriculum/Materials Review Results

| | Not evident | Somewhat evident | Evident | Obviously Evident |
|---------------------------------------|--------------------|-------------------------|----------------|--------------------------|
| Equity | | | | |
| Diversity/Inclusion | | | | |
| Design and Visual Elements | | | | |
| Research-based | | | | |
| Developmentally appropriate | | | | |
| Rigorous Evaluation | | | | |
| Multimedia | | | | |
| Parents/Families | | | | |
| Training and Professional Development | | | | |

Notes:



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