



Core Content Review Criteria

Pre-K

About EdReports

Our Mission: EdReports is an independent nonprofit designed to improve PK-12 education. EdReports increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.

Our Vision: All students and teachers will have access to the highest quality instructional materials that will help improve student learning outcomes.

Our Theory of Action: If we identify excellence and increase demand for excellence, then we increase the number of students in classrooms with high-quality instructional materials.

About Our Review Tools

EdReports reviewers use these review tools to create free, evidence-rich reports available on EdReports.org. These reports are developed to provide educators, stakeholders, and leaders with independent, evidence-rich information about the quality of instructional materials from those who will be using them in classrooms. Expert educators use our tools to evaluate full sets of instructional materials against criteria (see Figure 1). The tools are built from the experience of educators, curriculum experts, and leading rubric developers and organizations that have conducted reviews of instructional materials, lessons, and tasks.

Our review tools are grounded in foundational research from the National Academies of Science, Engineering and Medicine (NASEM) report, *A New Vision for High-Quality Preschool Curriculum*, along with other well-established studies in early childhood education. The development process incorporates insights from a broad range of stakeholders. We gather input from educators across diverse roles and settings through nationwide listening tours, consult with advisory groups, content experts, and collaborate with Anchor Educator Working Groups composed of experienced practitioners. Each tool undergoes a process of continuous improvement, with multiple rounds of use and refinement before finalization.

EdReports has made its pre-Kindergarten Review Criteria publicly available before starting reviews for two main reasons: first, to provide equal access to all publishers of pre-Kindergarten instructional materials to inform their planning for forthcoming program revisions. Second, to give states, districts, and partner organizations the earliest possible opportunity to consult these documents in support of their work to advise and conduct materials adoptions that align with local needs and policy requirements.

Please note that this Review Criteria document is in a “near-final draft” state. It represents a robust foundation, but remains subject to ongoing refinements until the publication of the first reports using the criteria. Over the course of the review process, we will fine-tune the criteria to maximize clarity and practical use for our educator reviewers.

Figure 1: Gateway Evaluation Process for Review of Pre-K Materials

Preliminary Information	This information is provided by curriculum publishers. It is intended to help provide context for the curriculum under review and has not been reviewed for accuracy.
Gateway 1	Is the curriculum designed to meet the needs of all students? Curriculum materials are designed to facilitate positive relationships by being responsive to diverse identities and backgrounds. Curriculum materials include adaptations, modifications, scaffolds, and individual student supports.
Gateway 2	Does the curriculum have high-quality, developmentally appropriate content? Curriculum materials have a coherent and strategic design and approach. Curriculum materials develop knowledge and skills that promote healthy social and emotional development. Curriculum materials are designed to support students with the development of essential language and literacy skills. Curriculum materials develop knowledge and skills that promote mathematical thinking. Curriculum materials develop knowledge and skills that promote science and engineering practices. Curriculum materials develop knowledge and skills that promote social studies development. Curriculum materials develop knowledge and skills that promote fine arts disciplines. Curriculum materials promote physical and motor development through active play and movement.
Gateway 3	Does the curriculum support teachers and encourage

student learning and development?

Curriculum materials are designed to create developmentally appropriate learning experiences for children.

Curriculum materials foster a classroom environment that supports engagement and learning.

Curriculum materials foster learning by building on prior knowledge, providing engaging, multi-modal activities, and offering diverse instructional settings.

Curriculum materials include opportunities for student assessment and resources for teacher response to assessment.

Curriculum materials include tools and resources for understanding, executing, and monitoring program implementation.

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Preliminary Information

This information is provided by curriculum publishers. It is intended to help provide context for the curriculum under review and has not been reviewed for accuracy.

Which domain(s) is this curriculum intended to cover?	Check all that apply: <input type="checkbox"/> Social and Emotional Development <input type="checkbox"/> Language and Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Science and Engineering <input type="checkbox"/> Social Studies <input type="checkbox"/> Fine Arts <input type="checkbox"/> Physical and Motor Development <input type="checkbox"/> Other _____
Which language(s) is the curriculum offered in?	Check all that apply: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____
What age groups does the curriculum cover?	Check all that apply: <input type="checkbox"/> Pre-K (4-5 years) <input type="checkbox"/> Preschool (3-4 years) <input type="checkbox"/> Infant and Toddler (birth-3) <input type="checkbox"/> Other _____
Does the curriculum have aligned programs for other age groups?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Infant & Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> K-2 <input type="checkbox"/> K-5 <input type="checkbox"/> Other _____
Recommended Dosage	Check all that apply: <input type="checkbox"/> Daily <input type="checkbox"/> Full-day <input type="checkbox"/> Half-day <input type="checkbox"/> Supplemental If supplemental, describe the recommended usage (e.g. days/week, hours/day)
Estimated Price	Include the estimated cost of all curricular materials. Include information about supplements, text sets, or any other relevant details. Training cost information should be provided in the box below.

Professional Development	Describe professional development tools and offerings available. Please indicate whether these offerings are included or available at an additional cost.
Evidence-Based Research	<p>If available, provide information and documentation demonstrating that the curriculum has been shown to be effective in achieving its intended outcomes through rigorous, independent research. (If research is not independent, please note the involvement of developers/publishers.)</p> <p>Describe the demographics of the children who participated in the research or evaluation (include links to the relevant studies or documentation).</p>
Technology	Describe the digital tools available to teachers and students (e.g. digital teacher’s edition, parent communication tools, digital books or applications for students, and other resources).

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Gateway 1

Is the curriculum designed to meet the needs of all students?

Gateway 1 Overview	Available Points	
<p>Criterion 1.1: Responsive Practices Indicators 1.1a-1.1d</p> <p>Curriculum materials are designed to facilitate positive relationships by being responsive to diverse identities and backgrounds.</p>	8	
<p>Criterion 1.2: Diverse Learners Indicators 1.2a-1.2c</p> <p>Curriculum materials include adaptations, modifications, scaffolds, and individual student supports.</p>	6	
Total Available Points in Gateway 1	14	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

**Criterion 1.1
Responsive Practices**

Curriculum materials are designed to facilitate positive relationships by being responsive to diverse identities and backgrounds.

Indicators		Scoring		
1.1a	Curriculum materials are designed to support positive relationships and interactions with adults.	0	1	2
1.1b	Curriculum materials support collaborative partnerships with families by fostering communication and coordinating home-school learning.	0	1	2
1.1c	Curriculum materials are culturally and linguistically responsive, reflecting and valuing learners' diverse backgrounds and languages.	0	1	2
1.1d	Curriculum materials are respectful of differences and designed to challenge prejudice, promote fairness, and foster compassion.	0	1	2

Total Available Points	8	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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**Criterion 1.2
Diverse Learners**

Curriculum materials include adaptations, modifications, scaffolds, and individual student supports.

Indicators + Scoring Criteria		Scoring		
1.2a	Curriculum materials support teachers with adapting the curriculum to support students' needs, interests, and developmental stages.	0	1	2
1.2b	Curriculum materials provide adaptations and supports for children with disabilities.	0	1	2
1.2c	Curriculum materials provide support for multilingual learners to facilitate language acquisition and content comprehension.	0	1	2

Total Available Points	6	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Total Available Points in Gateway 1	14	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Gateway 2

Does the curriculum have high-quality, developmentally appropriate content?

Gateway 2 Overview	Available Points
<p>Criterion 2.1: Curriculum Approach and Design Indicators 2.1a-2.1f</p> <p>Curriculum materials have a coherent and strategic design and approach.</p>	12
<p>Criterion 2.2: Social and Emotional Development Indicators 2.2a-2.2d</p> <p>Curriculum materials develop knowledge and skills that promote healthy social and emotional development.</p>	8
<p>Criterion 2.3: Language and Literacy Indicators 2.3a-2.3f</p> <p>Curriculum materials are designed to support students with the development of essential language and literacy skills.</p>	12
<p>Criterion 2.4: Mathematics Indicators: 2.4a-2.4d</p> <p>Curriculum materials develop knowledge and skills that promote mathematical thinking.</p>	8
<p>Criterion 2.5 Science and Engineering Indicators: 2.5a-2.5b</p> <p>Curriculum materials develop knowledge and skills that promote science and engineering practices.</p>	4
<p>Criterion 2.6: Social Studies Indicators: 1.6a-2.6b</p> <p>Curriculum materials develop knowledge and skills that promote social studies development.</p>	4
<p>Criterion 2.7: Fine Arts Indicators: 2.7a-2.7b</p> <p>Curriculum materials develop knowledge and skills that promote fine arts disciplines.</p>	4

Criterion 2.8: Physical and Motor Development

Indicators: 2.8a-2.8b

4

Curriculum materials promote physical and motor development through active play and movement.

Total Available Points in Gateway 2

56

Meets: XX-XX
Partially Meets: XX-XX
Does Not Meet: < XX

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Criterion 2.1
Curriculum Approach and Design

Curriculum materials have a coherent and strategic design and approach.

Indicators		Scoring
2.1a	<i>Social and Emotional Development:</i> Curriculum materials support social-emotional learning through a comprehensive approach that includes clear, developmentally appropriate learning goals, a well-structured developmental sequence, and research-supported instructional practices.	0 1 2
2.1b	<i>Language and Literacy:</i> Curriculum materials support language and literacy instruction through a comprehensive approach that includes clear, developmentally appropriate learning goals, a well-structured scope and sequence, and research-supported instructional practices.	0 1 2
2.1c	<i>Mathematics:</i> Curriculum materials use a comprehensive approach that include clear, developmentally appropriate learning goals, a well-structured scope and sequence, research-supported instructional practices and mathematical process standards to ensure effective and meaningful mathematical learning experiences.	0 1 2
2.1d	<i>Science and Engineering:</i> Curriculum materials support science and engineering learning experiences by offering clear, developmentally appropriate learning goals that encompass core knowledge concepts, as well as research-supported instructional practices.	0 1 2
2.1e	<i>Social Studies:</i> Curriculum materials support social studies learning experiences by offering developmentally appropriate learning goals that encompass core knowledge concepts, as well as research-supported instructional practices.	0 1 2
2.1f	<i>Fine Arts:</i> Curriculum materials support fine arts experiences by offering developmentally appropriate learning targets that encompass core knowledge concepts, as well as research-supported instructional practices.	0 1 2

Total Available Points	12	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.2
Social and Emotional Development

Curriculum materials develop knowledge and skills that promote healthy social and emotional development.

Indicators	Scoring
2.2a Curriculum materials are designed to foster children’s positive social orientation and self-identity.	0 1 2
2.2b Curriculum materials are designed to support emotional development and regulation.	0 1 2
2.2c Curriculum materials are designed to support behavioral self-management.	0 1 2
2.2d Curriculum materials are designed to support problem-solving and conflict resolution.	0 1 2

Total Available Points	8	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.3
Language and Literacy

Curriculum materials are designed to support students with the development of essential language and literacy skills.

Indicators	Scoring
2.3a Curriculum materials are designed to support receptive and expressive language development through rich oral language experiences.	0 1 2
2.3b Curriculum materials provide intentional opportunities to engage with common, academic and content-specific vocabulary words and related concepts.	0 1 2
2.3c Curriculum materials are designed to support students in recognizing and manipulating sounds and words in spoken language.	0 1 2
2.3d Curriculum materials are designed to support students in recognizing sound-symbol relationships, the alphabetic principle, and concepts of print.	0 1 2
2.3e Curriculum materials support student understanding of reading materials and text structure.	0 1 2
2.3f Curriculum materials support children’s expression of ideas through drawing and writing, including opportunities for composition, spelling, and handwriting development.	0 1 2

Total Available Points	12	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.4 Mathematics	Curriculum materials develop knowledge and skills that promote mathematical thinking.
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Indicators	Scoring
2.4a Curriculum materials are designed to support students in developing basic foundational mathematics principles of number sense and operations.	0 1 2
2.4b Curriculum materials are designed to support development in geometry and spatial thinking.	0 1 2
2.4c Curriculum materials are designed to support development in measurement and data.	0 1 2
2.4d Curriculum materials are designed to support development in patterns, structure and algebraic thinking.	0 1 2

Total Available Points	8	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.5 Science and Engineering	Curriculum materials develop knowledge and skills that promote science and engineering practices.
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Indicators	Scoring
2.5a Curriculum materials promote the core ideas of life science, physical science, earth and space science, and engineering and technology through inquiry-based experiences.	0 1 2
2.5b Curriculum materials embed science concepts and skills, as well as the engineering cycle, throughout the content areas through integrated and interdisciplinary learning experiences.	0 1 2

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.6
Social Studies

Curriculum materials develop knowledge and skills that promote social studies development.

Indicators		Scoring		
2.6a	Curriculum materials promote the core ideas of history, geography, economics and civics through inquiry-based experiences that support social studies knowledge and skill development.	0	1	2
2.6b	Curriculum materials embed social studies concepts and skills throughout the content areas through integrated and interdisciplinary learning experiences.	0	1	2

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.7
Fine Arts

Curriculum materials develop knowledge and skills that promote fine arts disciplines.

Indicators		Scoring		
2.7a	Curriculum materials promote the core ideas of visual arts, music, dance and drama through experiences that support artistic skill development.	0	1	2
2.7b	Curriculum materials embed artistic expression, ideas, and work throughout the content areas through integrated and interdisciplinary learning experiences.	0	1	2

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.8
Physical and Motor Development

Curriculum materials promote physical and motor development through active play and movement..

Indicators		Scoring		
2.8a	Curriculum materials are intentionally designed to support the development of gross motor skills.	0	1	2
2.8b	Curriculum materials are intentionally designed to support the development of fine motor skills.	0	1	2

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Gateway 3

Does the curriculum support teachers and encourage student learning and development?

Gateway 3 Overview	Available Points	
<p>Criterion 3.1: Approaches to Learning Indicators 3.1a-3.1b</p> <p>Curriculum materials are designed to create developmentally appropriate learning experiences for children.</p>	4	
<p>Criterion 3.2: Learning Environment Indicators 3.2a-2-3.2b</p> <p>Curriculum materials foster a classroom environment that supports engagement and learning.</p>	4	
<p>Criterion 3.3: Intentional Teaching Strategies Indicators 3.3a-3.3c</p> <p>Curriculum materials foster learning by building on prior knowledge, providing engaging, multi-modal activities, and offering diverse instructional settings.</p>	6	
<p>Criterion 3.4: Assessment Indicators: 3.4a-3.4b</p> <p>Curriculum materials include opportunities for student assessment and resources for teacher response to assessment.</p>	4	
<p>Criterion 3.5 Implementation Support Indicators: 3.5a-3.5c</p> <p>Curriculum materials include tools and resources for supporting understanding, executing, and monitoring program implementation.</p>	4	
Total Available Points in Gateway 3	22	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 3.1
Approaches to Learning

Curriculum materials are designed to create developmentally appropriate learning experiences for children.

Indicators		Scoring		
3.1a	Curriculum materials intentionally leverage a mixture of direct instruction, open-ended, experiential, and play-based learning.	0	1	2
3.1b	Curriculum materials support student cognitive development.	0	1	2

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 3.2
Learning Environment

Curriculum materials foster a classroom environment that supports engagement and learning.

Indicators		Scoring		
3.2a	Curriculum materials support a classroom system and physical environment that are developmentally appropriate, child-centered, and engaging.	0	1	2
3.2b	Curriculum materials include a range of manipulatives, resources, tools, and suggested 'found' materials to enhance learning.	0	1	2

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 3.3
Intentional Teaching Strategies

Curriculum materials foster learning by building on prior knowledge, providing engaging, multi-modal activities, and offering diverse instructional settings.

Indicators		Scoring		
3.3a	Curriculum materials encourage teachers to build on and connect to children's prior experiences and knowledge.	0	1	2
3.3b	Curriculum materials include a range of engaging and developmentally appropriate activities for students.	0	1	2
3.3c	Curriculum materials include opportunities for diverse types of and settings for instruction and exploration.	0	1	2

Total Available Points	6	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 3.4 Assessment	Curriculum materials include opportunities for student assessment and resources for teacher response to assessment.
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Indicators	Scoring
3.4a Curriculum materials include multiple, varied assessment opportunities to assess student progress.	0 1 2
3.4b Curriculum materials support teachers in using and communicating assessment results.	0 1 2

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 3.5 Implementation Support	Curriculum materials include tools and resources for understanding, executing, and monitoring program implementation.
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Indicators	Scoring
3.5a Curriculum materials are educative, developing teacher understanding of program design and providing guidance for implementation support.	0 1 2
3.5b Curriculum materials provide guidance to support and evaluate implementation fidelity.	0 1 2
3.5c Curriculum materials integrate technology to support student learning.	<i>Not Scored</i>

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Total Available Points in Gateway 3	22	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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