



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 out, 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 to 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, researchers, and subject matter experts.

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 and 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.

How Pre-K Scores Are Determined

At the indicator level, reviewers collect evidence from curriculum materials using a detailed scoring rubric. Each rubric defines what it looks like for materials to **Meet Expectations**, **Partially Meet Expectations**, or **Not Meet Expectations** for each indicator.

Criterion and gateway ratings in this report are determined by applying defined scoring rules to indicator and criterion ratings, rather than by calculating averages or percentages. This approach ensures that findings represent consistent strengths or gaps rather than being driven by a single strong or weak area.

How Indicator Ratings Roll Up to Criteria

Each criterion is made up of several indicators. The overall rating for a criterion is determined by applying the following rules:

Criteria with three or more indicators

Meets Expectations

Half or more indicators meet expectations, and none do not meet expectations.

Does Not Meet Expectations

Half or more of the indicators do not meet expectations

Partially Meets Expectations

The results do not meet either of the conditions above.

Criteria with two indicators

Meets Expectations

Both indicators meet expectations.

Does Not Meet Expectations

Both indicators do not meet expectations.

Partially Meets Expectations

The results do not meet either of the conditions above.

How Criterion Ratings Roll Up to Gateways

Each gateway is made up of several criteria. Gateway ratings are determined using the same rule-based approach and follow the same rules used to determine criterion ratings.

Gateways with three or more criteria

Meets Expectations

Half or more criteria meet expectations, and none do not meet expectations.

Does Not Meet Expectations

Half or more criteria do not meet expectations.

Partially Meets Expectations

The results do not meet either of the conditions above.

Gateway with two criteria

Meets Expectations

Both criteria meet expectations.

Does Not Meet Expectations

Both criteria do not meet expectations.

Partially Meets Expectations

The results do not meet either of the conditions above.

For Gateway 2, which reflects the core instructional program, **materials must also meet expectations** in key domains and content areas—**Curriculum Approach and Design, Language and Literacy, Mathematics, and Social and Emotional Development**—to receive an overall meets expectations rating.

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	<p>Is the curriculum designed to meet the needs of all students?</p> <p>Curriculum materials are designed to facilitate positive relationships by being responsive to diverse identities and backgrounds.</p> <p>Curriculum materials include adaptations, modifications, scaffolds, and student supports.</p>
Gateway 2	<p>Does the curriculum have high-quality, developmentally appropriate content?</p> <p>Curriculum materials have a coherent and strategic design and approach.</p> <p>Curriculum materials develop knowledge and skills that promote healthy social and emotional development.</p> <p>Curriculum materials are designed to support students with the development of essential language and literacy skills.</p> <p>Curriculum materials develop knowledge and skills that promote mathematical thinking.</p> <p>Curriculum materials develop knowledge and skills that promote science and engineering practices.</p> <p>Curriculum materials develop knowledge and skills that promote social studies development.</p> <p>Curriculum materials develop knowledge and skills that promote fine arts disciplines.</p> <p>Curriculum materials promote physical and motor development through active play and movement.</p> <p>Curriculum materials promote cognitive processes and approaches to learning through instruction and play.</p>

Gateway 3

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

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

Curriculum materials build on and advance learning by providing engaging, developmentally-appropriate, multi-modal experiences in 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.

<p>Which domain(s) is this curriculum intended to cover?</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <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 _____
<p>Which language(s) is the curriculum offered in?</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____
<p>What age groups does the curriculum cover?</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <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 _____
<p>Does the curriculum have aligned programs for other age groups?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Yes <ul style="list-style-type: none"> <input type="checkbox"/> Infant & Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> K-2 <input type="checkbox"/> K-5 <input type="checkbox"/> Other _____
<p>Recommended Dosage</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily <ul style="list-style-type: none"> <input type="checkbox"/> Full-day <input type="checkbox"/> Half-day <input type="checkbox"/> Supplemental <p>If supplemental, describe the recommended usage (e.g., days/week, hours/day)</p>
<p>Estimated Price</p>	<p>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.</p>

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 is 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).

Gateway 1

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

Gateway 1 Overview

Criterion 1.1: Responsive Practices

Indicators 1.1a-1.1d

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

Criterion 1.2: Diverse Learners

Indicators 1.2a-1.2c

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

Criterion 1.1 Responsive Practices

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

Indicators

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

Criterion 1.2 Diverse Learners

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

Indicators

- 1.2a. Curriculum materials support teachers in adapting the curriculum to support students' needs, interests, and developmental stages.
- 1.2b. Curriculum materials provide adaptations and supports for children with disabilities.
- 1.2c. Curriculum materials provide support for multilingual learners to facilitate language acquisition and content comprehension.

Gateway 2

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

Gateway 2 Overview

Criterion 2.1: Curriculum Approach and Design

Indicators 2.1a-2.1f

Curriculum materials have a coherent and strategic design and approach.

Criterion 2.2: Social and Emotional Development

Indicators 2.2a-2.2d

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

Criterion 2.3: Language and Literacy

Indicators 2.3a-2.3f

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

Criterion 2.4: Mathematics

Indicators: 2.4a-2.4f

Curriculum materials develop knowledge and skills that promote mathematical thinking.

Criterion 2.5 Science and Engineering

Indicators: 2.5a-2.5b

Curriculum materials develop knowledge and skills that promote science and engineering practices.

Criterion 2.6: Social Studies

Indicators: 1.6a-2.6b

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

Criterion 2.7: Fine Arts

Indicators: 2.7a-2.7b

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

Criterion 2.8: Physical and Motor Development

Indicators: 2.8a-2.8b

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

Criterion 2.9: Cognitive Processes & Approaches to Learning

Indicators: 2.9a-2.9c

Curriculum materials promote cognitive processes and approaches to learning through instruction and play.

Criterion 2.1
Curriculum Approach and Design

Curriculum materials have a coherent and strategic design and approach.

Indicators

- 2.1a. Social and Emotional Development: Curriculum materials support social-emotional development through a comprehensive approach that includes clear learning goals, a well-structured developmental sequence, and the use of research-supported instructional practices.
- 2.1b. Language and Literacy: Curriculum materials support language and literacy instruction through a comprehensive approach that includes clear learning goals, research-aligned scope and sequence, and uses research-supported instructional practices.
- 2.1c. Mathematics: Curriculum materials use a comprehensive approach that includes clear learning goals, research-aligned scope and sequence, research-supported instructional practices, and mathematical process standards to ensure effective and meaningful mathematics learning experiences.
- 2.1d. Science and Engineering: Curriculum materials support science and engineering learning experiences by offering clear learning goals that encompass core knowledge concepts, as well as research-supported instructional practices.
- 2.1e. Social Studies: Curriculum materials support social studies learning experiences by offering learning goals that encompass core knowledge concepts, as well as research-supported instructional practices.
- 2.1f. Fine Arts: Curriculum materials support fine arts experiences by offering learning targets that encompass core knowledge concepts, as well as research-supported instructional practices.

Criterion 2.2
Social and Emotional Development

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

Indicators

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

Criterion 2.3 Language and Literacy

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

Indicators

- 2.3a. Curriculum materials are designed to support receptive and expressive language development through rich oral language experiences.
- 2.3b. Curriculum materials provide intentional opportunities to engage with common, academic, and content-specific vocabulary words and related concepts.
- 2.3c. Curriculum materials are designed to support children in recognizing and manipulating sounds and words in spoken language.
- 2.3d. Curriculum materials are designed to support the development of alphabet knowledge and concepts of print.
- 2.3e. Curriculum materials support children's comprehension and understanding through a variety of high-quality texts and genres.
- 2.3f. Curriculum materials support children's expression of ideas through drawing and writing, including opportunities for composition, emergent spelling, and handwriting development.

Criterion 2.4 Mathematics

Curriculum materials develop knowledge and skills that promote mathematical thinking.

Indicators

- 2.4a. Curriculum materials are designed to support development in numbers and counting.
- 2.4b. Curriculum materials are designed to support development in numerical relationships and operations.
- 2.4c. Curriculum materials are designed to support development in geometry and spatial thinking.
- 2.4d. Curriculum materials are designed to support development in measurement and data.
- 2.4e. Curriculum materials are designed to support development in patterns, structure, and algebraic thinking.
- 2.4f. Curriculum materials are designed to build knowledge through key mathematical processes and skills.

Criterion 2.5 Science and Engineering

Curriculum materials develop knowledge and skills that promote science and engineering practices.

Indicators

- 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.
- 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.

Criterion 2.6 Social Studies

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

Indicators

- 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.
- 2.6b. Curriculum materials embed social studies concepts and skills throughout the content areas through integrated and interdisciplinary learning experiences.

Criterion 2.7 Fine Arts

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

Indicators

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

Criterion 2.8
Physical and Motor Development

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

Indicators

- 2.8a. Curriculum materials are intentionally designed to support the development of gross motor skills.
- 2.8b. Curriculum materials are intentionally designed to support the development of fine motor skills.

Criterion 2.9
Cognitive Processes and Approaches to Learning

Curriculum materials promote cognitive processes and approaches to learning through instruction and play.

Indicators

- 2.9a. Curriculum materials are intentionally designed to support the development of cognitive processes.
- 2.9b. Curriculum materials are intentionally designed to support the development of executive functioning skills.
- 2.9c. Curriculum materials foster the development of dispositions that support children's learning.

Gateway 3

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

Gateway 3 Overview

Criterion 3.1: Learning Environment

Indicators 3.1a-3.1b

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

Criterion 3.2: Intentional Teaching

Indicators 3.2a-3.2c

Curriculum materials build on and advance learning by providing engaging, developmentally-appropriate, multi-modal experiences in diverse instructional settings.

Criterion 3.3: Assessment

Indicators 3.3a-3.3b

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

Criterion 3.4 Implementation Support

Indicators: 3.4a-3.4c

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

Criterion 3.1 Learning Environment

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

Indicators

- 3.1a. Curriculum materials support a classroom system and physical environment that are developmentally appropriate, child-centered, and engaging.
- 3.1b. Curriculum materials include a range of manipulatives, resources, tools, and suggested 'found' materials to enhance learning.

Criterion 3.2 Intentional Teaching

Curriculum materials build on and advance learning by providing engaging, developmentally-appropriate, multi-modal experiences in diverse instructional settings.

Indicators

- 3.2a. Curriculum materials intentionally leverage a mixture of direct instruction, open-ended, experiential, and play-based learning experiences.
- 3.2b. Curriculum materials include a range of engaging and developmentally-appropriate experiences that build on and advance student learning.
- 3.2c. Curriculum materials include opportunities for diverse instructional settings and structures.

Criterion 3.3 Assessment

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

Indicators

- 3.3a. Curriculum materials include multiple, varied assessment opportunities to assess student progress.
- 3.3b. Curriculum materials support teachers in using and communicating assessment results.

Criterion 3.4 Implementation Support

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

Indicators

- 3.4a. Curriculum materials are educative, developing teacher understanding of program design and providing guidance for implementation support.
- 3.4b. Curriculum materials provide guidance to support and evaluate implementation fidelity.
- 3.4c. Curriculum materials integrate technology to support student learning.

