

Preschool Curriculum Rubric--2025



Utah State Board of Education

Compliance with State Law (Required)				
Items		Adequate	Inadequate	
Sensitive Materials and Prohibited Submission 53G-10-103 , R277-628		Does Not Violate Law	May Violate Law	
Prohibited discriminatory practices 53G-2-103-5 , 53B-1-118 and 67-27-107		Does Not Violate Law	May Violate Law	
Maintaining constitutional freedom in the public schools. 53G-10-202		Does Not Violate Law	May Violate Law	
Free from advertising, e-commerce, or political interest		Contains none of the listed items.	Contains one or more of the listed items.	

1. Curriculum materials are [developmentally appropriate](#), considering commonalities across children, individuality, and context, and have age-appropriate expectations of children.

0 (No)

1 (Partially)

2 (Yes)

Evidence for your determination:

2. Educating the whole child is an important component of early childhood learning. Some curricula support integrated learning across content areas, while others focus on one content area. Which content area(s) from the [Utah Early Learning Core Standards](#) does this curriculum include? *(This item is not scored.)*

- ☐ English Language Arts ☐ Fine Arts
☐ Health Education
☐ Lifelong Learning Practices ☐ Mathematics
☐ Physical Education ☐ Science
☐ Social Studies

(This item is not scored.)

3. The content aligns with the skills/standards described in the corresponding areas in Utah's Early Learning Core Standards for each content area included in the curriculum.		
0 (No)	1 (Partially)	2 (Yes)
Evidence for your determination:		
4. Curriculum materials support whole-child learning by addressing the physical, cognitive, linguistic, social, and emotional developmental domains.		
0 (No)	1 (Partially)	2 (Yes)
Evidence for your determination:		
5. The curriculum's primary mode or method of recommended instruction emphasizes child-directed, play-based learning that connects to lived experiences.		
0 (No)	1 (Partially)	2 (Yes)
Evidence for your determination:		

6. Group learning is conducted in a way that encourages active participation and helps students acquire and connect conceptual understanding of curriculum topics.

0 (No)

1 (Partially)

2 (Yes)

Evidence for your determination:

7. The curriculum **materials** encourage a majority of child-directed, hands-on, play-based learning.

0 (No)

1 (Partially)

2 (Yes)

Evidence for your determination:

8. The **teaching practices, strategies, and/or materials** included in the curriculum are based on and supported by independent, [research-supported](#) practices for effective early learning.

0 (No)

1 (Partially)

2 (Yes)

Evidence for your determination:

9. Materials easily allow for differentiated instruction (scaffolding, prompting, extending). There is flexibility in the implementation for teachers to respond with sensitivity and responsiveness to individual children's strengths and needs.

0 (No)

1 (Partially)

2 (Yes)

Evidence for your determination:

10. Materials support educator instruction in providing accommodations to include children from various learning situations (for example, dual language learners [DLL], children with disabilities, etc.).

0 (No)

1 (Partially)

2 (Yes)

Evidence for your determination:

11. The curriculum includes materials and strategies to encourage active family engagement.

0 (No)	1 (Partially)	2 (Yes)
Evidence for your determination:		
12. The curriculum includes multiple measurements of individual students' progress at regular intervals to support educators in planning instruction to meet the needs of individual learners.		
0 (No)	1 (Partially)	2 (Yes)
Evidence for your determination:		
13. This resource contains clear, understandable directions and is easy to navigate and implement.		
0 (No)	1 (Partially)	2 (Yes)
Evidence for your determination:		
14. This material is 1) free from bias/can be used by all students, 2) free from advertising or e-commerce, and 3) compliant with law and community standards.		

0 (No)	1 (Partially)	2 (Yes)
Evidence for your determination:		

<p>Ethnic Studies (Ethnic studies in core standards and curriculum should be a <u>narrowly tailored</u> incorporation of age-appropriate opportunities that <u>naturally arise</u> through education <u>without pretextual effort</u> in courses, programs, or activities where ethnic studies is not a primary focus. The material should incorporate a curriculum of people and cultures that reflect the state's various demographics <u>without commentary that seeks to violate the neutrality</u> standard established in codes: 53B-1-118, 53G-2-103, 53G-2-104, 53G-2-105, 67-27-107,</p>	<p>In addition to the content outlined in "Adequate," this material offers multiple evidence-based supplemental resources and opportunities for learning about various forms of cultural philosophies and epistemologies from Utah, the United States, and worldwide. The materials provide cultural backgrounds, contemporary real-life experiences, and contexts that are relevant to local students. Some examples may include people with disabilities, various body types, and ages.</p>	<p>This material demonstrates respect for diverse socio-cultural identities. The material provides opportunities to acknowledge and integrate the histories, cultures, contributions, and perspectives of people from the United States and worldwide. The material accurately represents the cultures, languages, traditions, beliefs, values, and customs of people from diverse backgrounds through a variety of texts, examples, scenarios, imagery, and applications.</p>	<p>The material has limited themes of social and cultural histories within the United States and globally. The material provides limited examples of inclusive or cultural real-life experiences and does not include diverse characters.</p>	<p>The material does not meet the requirements within the ethnic studies core standards and curriculum requirements. (53E-4-204.1).</p>
--	---	--	---	---

<p>Shared Values and Character Traits</p>	<p>The material extends beyond the content outlined in "Adequate", it includes elements that connect Utahns to the world. The material offers multiple evidence-based supplemental resources and opportunities for cultivating character traits in students. Some examples may include characters with a variety of personalities, education, income, occupation, or behaviors that illustrate character traits.</p>	<p>The material focuses on the shared values of diverse people and communities, the common elements that unite Utahns, and displays some character traits in its imagery and content. It aims to cultivate character traits in students, such as courage, leadership, intelligence, integrity, honesty, respect, morality, civility, duty, honor, and service, along with principles found in the Constitution.</p>	<p>The material lacks a sense of shared values or common elements that unite Utahns. Furthermore, the material has limited resources addressing civic and character education.</p>	<p>The material does not meet the requirements within the ethnic studies core standards and curriculum requirements (53E-4-204.1) and civic and character education. (53G-10-204)</p>
---	--	---	--	---