

# Great Start to Quality

## Curriculum Model Evaluation Criteria



The Michigan Department of Education Office of Great Start has designed an evaluation rubric to assess the quality of early childhood curriculum models for use in family and group child care homes and center-based programs serving infants and toddlers. The family and group child care and infant and toddler model evaluation rubrics include evaluation criteria that align with the guidelines established for early childhood programs by the National Association for the Education of Young Children. The rubrics feature five major areas: valid research, evaluation results, professional development, developmental appropriateness, and alignment with state standards. These areas are broken down as follows:

- Valid research consists of two subitems.
- Evaluation results consists of five subitems for family child care and four for infants and toddlers.
- Professional development consists of five subitems.
- Developmental appropriateness consists of 15 subitems.
- Alignment with state standards consists of 10 subitems for family child care and six subitems for infants and toddlers.

Scores on the evaluation report are divided into these same five areas. For a curriculum model to be approved, the model must receive average scores of 5 or higher (out of a possible 7) in each of the major areas. The final scores for each of the five major areas consist of the average of all the scores for the subitems within those areas.

To ensure that family child care and infant and toddler curricula approved for use maintain the highest standards, a minimum score of 3 must be achieved on all subitems within the major areas. In other words, a score of 1 for any subitem automatically disqualifies the curriculum model, even if the final area score averages 5 or higher. The exception to this scoring system is in the area of alignment with Michigan's *Early Childhood Standards of Quality for Prekindergarten*, General Education Leadership Network's *Essential Instructional Practices in Early Literacy: Prekindergarten*, Michigan's [Early Childhood Standards of Quality for Infant and Toddler Programs](#), and General Education Leadership Network's [Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3](#), for which a minimum score of 5 must be achieved on all subitem scores. If information needed to evaluate a subitem is not provided, the reviewer(s) will assume that the required information does not exist, and that subitem will count as a 0 score and will be averaged with the other criteria in that area as such.