

EDUSPARK

English and Spanish Prekindergarten Program Summary

Section 1. Texas Prekindergarten Guidelines Alignment

- [*Proclamation 2021 List of Instructional Materials Adopted by State Board of Education*](#)

Domain	Student (English)	Student (Spanish)	Teacher (English)	Teacher (Spanish)
Social & Emotional	100.00%	100.00%	100.00%	100.00%
Language & Development	100.00%	100.00%	100.00%	100.00%
Emergent Literacy Reading	100.00%	100.00%	100.00%	100.00%
Emergent Literacy Writing	100.00%	100.00%	100.00%	100.00%
Math	100.00%	100.00%	100.00%	100.00%
Science	100.00%	100.00%	100.00%	100.00%
Social Studies	100.00%	100.00%	100.00%	100.00%
Fine Arts	100.00%	100.00%	100.00%	100.00%
Physical Development	100.00%	100.00%	100.00%	100.00%
Tech Apps	100.00%	100.00%	100.00%	100.00%

Section 2. Integration of Content and Skills

- English materials do not include specific, intentional, and purposeful cross-curricular connections integrated in an authentic way to support students' unified experience throughout the day.
- Spanish materials include cross-curricular connections somewhat integrated in an authentic way to support students' unified experience throughout the day.
- English materials do not utilize high-quality texts as a core component of content and skill integration and do not support developmentally appropriate practice across all content domains.
- Spanish materials do not utilize high-quality, culturally relevant, and diverse texts as a core component of content and skill integration and do not support developmentally appropriate practice across all content domains.
- English materials do not fit within a developmentally appropriate programmatic structure and do not include detailed guidance that supports the teacher's delivery of instruction to three- and four-year-old children.

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- Spanish materials do not fit within a developmentally appropriate programmatic structure and do not include detailed guidance that supports the teacher's delivery of instruction to three- and four-year-old children.
- English materials are not supported by child development research within and across all domains.
- Spanish materials include some child development research across domains.

Section 3. Health and Wellness Associated Domains

- English materials do not include direct social skill instruction and explicit teaching of skills.
- English materials do not include guidance for teachers on classroom arrangements that promote positive social interactions.
- English materials do not include full lessons and activities to develop physical skills, fine motor skills, and safe and healthy habits.
- The evidence from the English materials in this section's indicator-level reports can be verified in full within the translated Spanish materials.

Section 4. Language and Communication Domain

- English materials provide some guidance on developing students' listening skills.
- Spanish materials provide some guidance on developing students' listening skills.
- English materials do not provide guidance on speaking skills nor work to expand student vocabulary.
- Spanish materials do not provide guidance on speaking skills but provide some evidence that supports expanding student vocabulary. The materials do not provide opportunities for students to develop vocabulary in a second language building from another language.
- English materials do not include strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.
- Spanish materials include limited strategies for supporting students' biliteracy development.

Section 5. Emergent Literacy: Reading Domain

- English materials do not provide opportunities for students to develop oral language skills, nor do materials include opportunities for authentic text conversations.
- Spanish materials do not provide opportunities for students to develop oral language skills, nor do materials include opportunities for authentic text conversations.
- English materials do not provide explicit instruction and opportunities for student practice in phonological awareness skills, alphabetic knowledge skills, and print knowledge and concepts.

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- Spanish materials do not provide explicit instruction and opportunities for student practice in phonological awareness skills or print knowledge and concepts but provide some for alphabetic knowledge skills. Materials do not always consider phonological awareness skill development specific to the Spanish language.
- English materials do not include various text types and genres across contents that are high quality or at an appropriate level of complexity; materials do not provide a variety of approaches to develop student comprehension of texts.
- Spanish materials do not include various text types and genres across contents that are high quality or at an appropriate level of complexity; materials do not provide a variety of approaches to develop student comprehension of texts. Materials do not support the teacher in scaffolding questions for students at a variety of language proficiency levels.
- English materials do not include a variety of strategies to support ELs with their reading skills, nor do they give guidance to teachers to use the child's primary language as a means to support learning English.
- Spanish materials do not include strategies to support ELs with their reading skills, provide opportunities for students to make cross-linguistic connections, or provide guidance for the teacher to leverage the student's knowledge of literacy in each language as an asset.

Section 6. Emergent Literacy: Writing Domain

- English materials do not include a variety of experiences through which students can engage with writing, nor do they provide opportunities for students to engage in authentic stages of writing.
- English materials do not provide support for fine motor development alongside and through writing.
- The evidence from the English materials in this section's indicator-level reports can be verified in full within the translated Spanish materials.

Section 7. Mathematics Domain

- English materials do not follow a logical mathematical continuum of concrete, pictorial, then abstract representations.
- English materials do not offer instruction that builds on students' informal knowledge about mathematics.
- English materials do not develop young children's ability to problem-solve or use number sense but partially develop their ability to build academic math vocabulary.
- The evidence from the English materials in this section's indicator-level reports can be verified in full within the translated Spanish materials.

Section 8. Science, Social Studies, Fine Arts, and Technology Domains

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- English materials build some science knowledge through inquiry-based instruction and exploration of the natural world.
- English materials do not build social studies knowledge through the study of culture and community.
- English materials do not expose children to fine arts through exploration.
- English materials provide some opportunities to link technology into the classroom experience and allow students to explore and use various digital tools.
- The evidence from the English materials in this section's indicator-level reports can be verified in full within the translated Spanish materials.

Section 9. Progress Monitoring

- English materials do not include diagnostic tools and guidance for teachers and students; materials do not include tools for students to track their own progress and growth.
- Spanish materials include some diagnostic tools and guidance for teachers and students and some tools for students to track their own progress and growth.
- English materials do not include guidance for teachers or administrators to analyze and respond to data from diagnostic tools.
- Spanish materials do not include guidance for teachers or administrators to analyze and respond to data from diagnostic tools.
- English materials do not include progress monitoring opportunities.
- Spanish materials do not include frequent, embedded progress monitoring opportunities.

Section 10. Supports for All Learners

- English materials do not include guidance, scaffolds, supports, and extensions intended to maximize student learning potential.
- Spanish materials do not include guidance, scaffolds, supports, and extensions intended to maximize student learning potential.
- English materials do not provide instructional methods that appeal to different student learning interests and needs.
- Spanish materials provide a limited variety of instructional methods that appeal to different student learning interests and needs.
- English materials do not include accommodations for linguistics commensurate with various levels of English language proficiency.
- Spanish materials do not include accommodations for linguistics commensurate with various levels of English language proficiency. Materials do not utilize students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language.

Section 11. Implementation

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- English materials do not include a year-long plan with practice and review opportunities that support instruction.
- English materials include some implementation support for teachers and administrators; implementation guidance meets some variability in programmatic design and scheduling considerations.
- English materials include a Texas Prekindergarten Guidelines-aligned scope and sequence.
- English materials do not provide guidance and opportunities for fostering connections between home and school.
- The visual design of student and teacher materials in English is distracting.
- The evidence from the English materials in this section's indicator-level reports can be verified in full within the translated Spanish materials.

Section 12. Bilingual Program Model Considerations (Spanish materials only)

- Spanish materials do not include guidance or recommendations specific to a bilingual program model.
- Spanish materials do not support teachers in understanding the connection between content presented in English and Spanish, nor do they provide guidance for teachers on how to help students understand this connection.
- Spanish materials include some resources in authentic and academic Spanish; materials do not support the development of socio-cultural competence and do not represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Additional Information: Technology, Cost, Professional Learning, and Additional Language Supports (Spanish materials)

- The publisher submitted the technology, cost, and professional learning support worksheets for their English and Spanish materials.

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2.1 Materials are cross-curricular and integrated in an authentic way to support students' unified experience throughout the day and/or unit¹.

- Materials include specific, intentional, and purposeful cross-curricular connections to create a unified experience for students.
- Materials name which domains are purposefully developed or reinforced in each learning activity.

2.1 Materials & Score	2.1 Rationale
2.1 English IM Does Not Meet 0/4	The materials are not cross-curricular or integrated in an authentic way to support students' unified experiences throughout the day. The materials do not include specific, intentional, or purposeful cross-curricular connections to create a unified experience for students. The materials do not name which domains are purposefully developed or reinforced in each learning activity.
2.1 Spanish IM Partially Meets 2/4	The materials are cross-curricular and partially integrated in an authentic way to support a unified experience for students. There is some evidence to support the instructional materials name which domains are purposefully developed or reinforced in each learning activity in the materials.

English Evidence 2.1

Evidence includes but is not limited to:

The materials include online videos, games, and a printable workbook to develop students' literacy, math, and science skills. In Lesson 1, materials include an online science video that uses visuals of familiar objects for students to observe their color, shape, and size. The video explains that objects come in different sizes and shapes. Additionally, Lesson 1 provides language activities, counting skills, and an art project. In Lessons 4 and 5, in science activities, students use tools to measure the length, weight, or capacity of objects; lessons include the mathematical vocabulary *taller than*, *longer than*, and *shorter than*. Additionally, they address language involving family and community, identification of shapes and counting to 20, and an art project/fine motor skills. While the materials do provide some cross-curricular connections for students, the materials do not contain a variety of opportunities that include specific,

¹ "and/or unit" included in the Spanish Prekindergarten rubric only.

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intentional, or purposeful cross-curricular connections to create a unified experience for students.

The materials do not include any support guidance for teachers to understand the domain or plan experiences. There is no explicit connection to the Texas Prekindergarten Guidelines in the materials. The materials do not name which domains are purposefully developed or reinforced in each learning activity.

Spanish Evidence 2.1

Evidence includes but is not limited to:

The materials include some intentional and purposeful cross-curricular connections to create a unified experience for students. The materials have 18 lessons, and each lesson has seven sections that can be completed in any order and provide some support for a unified experience throughout the unit. The “Scope and Sequence” in the “Teacher Guide” provides some evidence of how the lessons are organized by theme. For example, the materials have six theme-related units. Each unit has three lessons related to the theme of the unit to support language and communication. The first theme is “Me and my school/Yo y mi escuela,” with three language and communication lessons to support the theme. “Lección 1” is “Vamos a la escuela,” “Lección 2” is “Reglas en la escuela y en la casa” and “Lección 3” is “Un Mundo de colores.” The unit includes activities and lessons for science, math, language and communication, and fine arts. For example, Lección 1 is part of the unit students learn about school. The “lenguaje y comunicación” section introduces vocabulary that is related to school. The lesson includes vocabulary words such as “escuela,” “maestra,” “salón de clases,” “ lápiz,” alfabeto, “reglas,” and “salir a jugar” to name a few. Then, in the “Habilidades de arte y motricidad fina” section, the students create an art project that ties to the school theme and create a daily schedule. In “Ciencias,” the students study objects such as a clock, eraser, ruler, and crayons and explain their color, shape, and materials they are made of. “Lección 14” also includes some cross-curricular connections and is organized around a common theme. For example, the topic for the “Lenguaje y comunicación” section is days and the months of the year, and the “Matemáticas” topic is passing through time. In the “Habilidades de arte y motricidad fina” section, the teacher engages the students in thinking about special events that occur throughout the year by displaying a calendar with visuals. The students are to think of special events that happen each month, which is not a developmentally appropriate activity for four-year-old students. Although these activities provide somewhat of a unified experience for students, the materials do provide direct guidance for teachers to help students make cross-curricular connections during the activities or connect learning from one section to another.

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There is some evidence to support the instructional materials name which domains are purposefully developed or reinforced in each learning activity in the materials. Each lesson for each theme in the materials contains a “Competencias” tab that lists the Texas Prekindergarten Guidelines that are addressed in the activities for that specific lesson. For example, in the “Lenguaje y Comunicación” section for “Lección 6,” several language and communication and one phonological awareness skills are listed that come directly from the Texas Prekindergarten Guidelines. However, the materials do not name the domains in each learning activity within each lesson in the materials, and it is not clear whether all guidelines are covered.

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2.2 Materials utilize high-quality texts as a core component of content and skill integration.

- Texts are strategically chosen to support content and skill development in multiple domains.
- Texts include a mixture of translated materials and those originally written in Spanish (Spanish only).
- Texts include content that is culturally relevant and diverse (Spanish only).

2.2 Materials & Score	2.2 Rationale
2.2 English IM Does Not Meet 0/4	The materials do not utilize high-quality texts as a core component of content or skill integration. The materials do not include texts that are strategically chosen to support content and skill development in multiple domains.
2.2 Spanish IM Does Not Meet 0/4	The instructional materials do not include high-quality texts as a core component of content and skill integration. Some of the lessons include digital texts and videos with text but do not support content and skill development in multiple domains. The materials do not include a mixture of translated or authentic Spanish texts that are culturally relevant and diverse to engage students in learning content. The digital texts do not include content that is culturally relevant and diverse.

English Evidence 2.2

Evidence includes but is not limited to:

The materials include three digital texts to support literacy development. In Lesson 16, the materials include a farm-themed text, *The Ducks at the Pond* by Anne Cernyar, which includes visuals and audio about visiting a pond with ducks. In Lesson 17, the materials include *Playing Before Bedtime* by Anne Cernyar, which includes visuals and audio about children playing before bedtime and getting ready for bed. In Lesson 18, the materials include a text that students can watch and listen to: *Playing Outside* by Anne Cernyar. It is about children having fun and playing outside. The materials do not include strategically chosen texts that support content or skill development in multiple domains.

Spanish Evidence 2.2

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Evidence includes but is not limited to:

The instructional materials do not provide a variety of texts to support content and skills across multiple domains. The lessons in the materials include videos with text and some digital books that support some content and skill development. Lessons 1–18 begin with a song in the form of a video with text embedded. For example, the teacher guide states, “Lessons 1–18 contain a rhythmic story video. This is a story presented with music and rhyming words. The rhythmic story video is a guided reading story that integrates a category of words.” The videos are located in the language and communication, math, and science sections of the lessons.

The materials do not have a list of physical texts or read alouds to support the themes or units that are being taught in the classroom. The materials do not include a mixture of translated materials and those originally written in Spanish. The materials mostly consist of videos, vocabulary activities and games, songs, and activities in the “Cuaderno de Trabajo.” There is no evidence that physical texts are included in the materials. In addition, the instructional materials do not include texts that are culturally relevant and diverse. There is some evidence of adapted digital books in Lessons 16 -18. Each lesson has one digital book adapted in Spanish. However, the stories have the same characters, and the content is not culturally relevant and diverse. The characters in the instructional videos throughout the lessons are non-realistic and look the same as well. There is also no evidence of books that represent people of various backgrounds.

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2.3 Materials support developmentally appropriate practice across all content domains.

- Materials include a variety of opportunities for purposeful play that promotes student choice.
- Materials provide guidance to teachers on how to connect all domains to play.
- Materials provide guidance to teachers on setting up and facilitating activities to meet, reinforce, or practice learning objectives.
- Materials have an intentional balance of direct (explicit) instruction and student choice, including purposefully planned learning centers, as appropriate for the content and skill development.

2.3 Materials & Score	2.3 Rationale
2.3 English IM Does Not Meet 0/4	The materials do not support developmentally appropriate practice across all content domains. The materials do not include a variety of opportunities for purposeful play that promotes student choice. The materials do not provide guidance to teachers on how to connect all domains to play. The materials do not provide guidance to teachers in setting up and facilitating activities to meet, reinforce, or practice learning objectives. The materials do not have an intentional balance of direct (explicit) instruction or student choice, including purposefully planned learning centers, as appropriate for the content and skill development.
2.3 Spanish IM Does Not Meet 0/4	The materials do not support developmentally appropriate practice across all content domains. The materials do not include a variety of opportunities for students to engage in purposeful play that promotes student choice. The materials do not provide guidance to teachers on how to set up activities that will encourage learning through play. The materials provide limited guidance for teachers on setting up and facilitating activities to support learning objectives. The instructional materials do not provide a balance of direct and indirect instruction and are limited in student choice opportunities.

English Evidence 2.3

Evidence includes but is not limited to:

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The materials include an online curriculum with videos, games, songs, and a printable workbook to support development across all content domains. In Lesson 2, the materials include a video, a memory and matching game, and an assessment with the theme “Behaving Properly” to develop students’ social and literacy skills. The materials do not include a variety of opportunities for purposeful play that promotes student choice.

In Lesson 7, the materials include a video, a memory and matching game, and an assessment with the theme “The Vegetables” to develop students’ content knowledge. The materials do not have an intentional balance of direct or explicit instruction or student choice, including purposefully planned learning centers, as appropriate for the content and skill development.

In Lesson 13, the materials include an activity for students to make weather puppets. The materials include teacher guidance for setting up and facilitating the weather puppets in the lesson. While the materials do provide some teacher guidance for setting up and facilitating activities to meet, reinforce, or practice learning objectives, there are not a variety of activities that include teacher guidance.

The materials include an online teacher guide with a recommended full-day schedule; it includes activities for direct instruction, child-led choice, and learning centers. The teacher guide includes recommended direct instruction times for large and small group activities based on the children’s age. The materials do not provide guidance for teachers on how to connect all domains to play.

Spanish Evidence 2.3

Evidence includes but is not limited to:

The materials are accessible through an online learning platform and do not provide opportunities for purposeful play across content areas. The materials include online matching and memory games that do not support student exploration or active play. For example, the workbook and matching games in the language and communication section include activities that mostly require the student to listen and repeat words. The student workbook states, “Escucha y repite las palabras. Pedir al niño señalar con su dedo.” The student workbook also contains various worksheet activities that do not support learning through purposeful play and student choice. The teacher guide suggests that the workbook activities can be used during center time, but the materials do not provide a list of purposely planned centers that should be in place or additional guidance regarding centers. The materials cite a brain-based learning model approach to learning, but it is not clear how it supports play as a method of teaching or learning.

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The materials provide limited guidance for teachers to organize activities to ensure that the learning objectives are met. The teacher guide includes a recommendation on the organization and routine of activities to promote effective learning. For example, the teacher guide suggests the amount of time and activity that the child should work on during the day and provides a checklist for the teacher to document if a student worked on the materials. However, the materials do not include explicit guidance for teachers on how to organize large group activities or set up small groups to support instruction.

The materials do not provide a balance of direct and indirect instruction and are limited in student choice opportunities. The teacher guide suggests that the activities in Lessons 1–18 are to be used either in a large group setting or in a computer lab. Each lesson is intended to be 10–15 minutes. There is no evidence that the instructional practices in the materials follow a gradual release model to support students' understanding of concepts and skills. The full-day schedule in the teacher guide suggests child-directed play during the allotted centers time. However, the lessons do not include clear ideas or teacher guidance for how to set up learning centers or interactive learning activities to support the units.

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2.4 Materials fit within a developmentally appropriate programmatic structure.

- Materials specify whether they are for three or four-year-old children.
- If intended for use for both three and four-year-old children, materials include a variety of options that clearly differentiate instruction for level of development and student populations².
- Materials provide differentiated use recommendations for half day and full day prekindergarten programs.

2.4 Materials & Score	2.4 Rationale
2.4 English IM Does Not Meet 0/4	The materials do not fit within a developmentally appropriate programmatic structure. The materials do not specify whether they are for three- or four-year-old children. The materials do provide some options that clearly differentiate instruction for level of development. The materials provide some differentiated use recommendations for half-day and full-day prekindergarten programs.
2.4 Spanish IM Does Not Meet 0/4	The materials do not fit within a developmentally appropriate programmatic structure. The materials specify they are for three- or four-year-old children but provide very limited teacher guidance for how to differentiate instruction for three- or four-year-old children. There is very limited evidence the materials include differentiated instruction for three- and four-year-olds, including diverse student populations. There is some evidence the materials provide recommendations for half-day and full-day schedules for prekindergarten programs. However, the schedules do not describe the lessons and activities for a half-day or full-day program.

English Evidence 2.4

Evidence includes but is not limited to:

The materials include an online “Teacher’s Guide” that includes guidance for the online curriculum and instruction. The Teacher’s Guide includes an introduction to the lessons for digital instruction in English and Spanish; it also includes teacher guidance for navigating the online curriculum. The materials do not specify whether they are for three- or four-year-old

² “and student populations” included in the Spanish Prekindergarten rubric only.

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children. The Teacher’s Guide includes a daily schedule titled “Half-Day/Full-Day Schedule;” there is a master schedule with a daily layout and sequence of lessons based on the half-day or full-day program.

The materials also provide some options for differentiating the program components for Advanced four-year-olds, four-year-olds, and three-year-olds. For example, when utilizing the videos with Advanced four-year-olds, the students watch the video independently and create a project, with some suggestions from the teacher on science or art projects related. For four-year-old students, the teacher can assist the students watching the video, pausing to discuss vocabulary or using pictures while the students write the words. For three-year-old students, the teacher would watch the video with them, pausing to discuss vocabulary and having the students match the word to the picture. Similar differentiation strategies are provided for the workbook, games, songs, and activities. While the materials do provide some differentiation, they do not provide a variety of strategies for the teacher that are specific and easy to implement.

The materials include an online curriculum with videos, games, assessments, and a printable workbook as the program structure. For example, Lesson 2 includes an online video and two games for the theme “Behaving Properly.” The materials do not include a variety of options that clearly differentiate instruction for level of development.

Spanish Evidence 2.4

Evidence includes but is not limited to:

The “Teacher Guide” specifies that the lessons are designed for three- or four-year-old children. The teacher guide states, “Teachers can choose content that is best suited to the age (3–4 years) and needs of their students.” However, there is no evidence in the actual lessons that specify whether they are for three- or four-year-old children. There is also no evidence of differentiated activities or scaffolds for each age group embedded in the lessons. For example, the student workbook in “Lesson 9” guides the teacher to have children describe the images in the picture using a variety of words. However, there is no evidence of teacher guidance to scaffold or differentiate instruction for three- and four-year-old children. The teacher guide states, “The instructional design of EDUSPARK Kiddos is appropriate for 3-year-old to 4-year-old students. The real difference in how much guidance is required to use a tablet, smartphone, or computer at this age.” Although the materials are intended for three- and four-year-old children, there is very limited evidence that the materials differentiate instruction for different levels of development and diverse student populations.

The differentiation guide provides some ideas on how teachers can differentiate instruction by age, but again specific supports are not embedded in the lessons. The differentiation guide

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states, “Teachers can use EDUSPARK Kiddos resources to differentiate instruction by age, level of development, and student populations. When a teacher delivers a lesson, they need to take into consideration that not every student is at the same proficiency level. For this purpose, we have identified students as Advanced Four-year-olds, which means they are above grade level, and Three-year-old, which means that they need much support because naturally are at a low developmental level than four-year average students.”

There are also some suggestions for differentiation for three- and four-year-old children for the student workbook, math, science, fine motor skills, songs, games, videos, and evaluations. For example, the Teacher Guide suggests videos on each lesson can be used as a whole group to present a concept or as a hookup. Advanced four-year-olds can watch the video and create a project based on the concept. Four-year-old students can watch the video with support from the teacher. Three-year-old students need extra support. The teacher can show them the video. This is the extent of the guidance found for guidance on differentiation based on the level of development of the students.

There is some evidence the materials provide recommendations for half-day and full-day schedules for prekindergarten programs. The teacher guide provides a schedule for a half-day program and a full-day program. The schedule provides a list of activities, the order in which they can be performed, and the number of minutes it should take. However, the schedules do not describe specific lessons and student activities to implement for a half-day or full-day program. The half-day schedule includes Arts and Fine Motor skills, circle time, Language Development, Science, Math, and Physical development. The Full day schedule includes lunch, another large group time in which the teacher is given the choice of what subject to cover, a second session of Physical Development, another session of Fine Motor skills, outdoor play, and centers. The schedules are for a span of two weeks (10 days). Overall, the materials do not fit within a developmentally appropriate programmatic structure.

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2.5 Materials include detailed guidance that supports teacher’s delivery of instruction.

- Guidance for teachers is evident and provides explicit instructional strategies for teaching prekindergarten skills.
- Materials include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills.
- Materials provide detailed guidance for connecting students’ prior content knowledge and experiences to new learning (Spanish only).

2.5 Materials & Score	2.5 Rationale
2.5 English IM Does Not Meet 0/4	The materials do not include detailed guidance that supports the teacher’s delivery of instruction. Guidance to provide teachers with explicit instructional strategies for teaching prekindergarten skills is not evident. The materials do not include detailed and explicit guidance for teacher and student actions that support student development and proficiency in content and skills. The materials do not provide detailed guidance for connecting students’ prior content knowledge and experiences to new learning.
2.5 Spanish IM Does Not Meet 0/4	The materials do not include guidance that supports the teacher’s delivery of instruction for three- and four-year-old children. The materials do not provide explicit instructional strategies for teaching prekindergarten skills. The materials do not include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills. The materials do not connect students’ prior content knowledge and experiences to new learning.

English Evidence 2.5

Evidence includes but is not limited to:

In the teacher's guide, the materials provide some lesson suggestions. For example, the teacher uses songs and videos as warm-ups. During this time, the teacher explores previous knowledge and identifies what students captured from the previous lesson, and encourages students to repeat the vocabulary, sing the songs, and use movements. Additionally, the teacher organizes meaningful alternative activities that reinforce the topic and develop oral language skills, for example, pointing out and naming objects and making connections with their own experiences

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related to Eduspark Kiddos materials. They also provide the teacher with guidance on using the digital vocabulary. Some strategies suggested are; practice global reading of the vocabulary words, play games with words (i.e., describing images), and practicing breaking the word into syllables or circling letters. While the materials do provide some support for instructional delivery, the recommendations are oftentimes not specific and do not include a variety of strategies to use.

The materials include an online platform that includes a variety of videos, songs, games, assessments, and a printable workbook. For example, Lesson 4 has a family theme and includes a video that shows family members and describes them using vocabulary words. There is also a matching game for students to match the picture with the vocabulary word and an assessment.

In Lesson 5, the materials include a video, a memory game, assessments, and a printable workbook activity for developing language skills. This lesson's theme is "Occupations;" the video is interactive, with visuals and audio that explores different occupations in a community. The memory game provides vocabulary practice for students to match a picture with the correct word. The printable worksheet gives students additional opportunities to practice the lesson's vocabulary words by tracing and matching pictures to the correct vocabulary words. The materials do not include detailed and explicit guidance for teacher and student actions that support student development and proficiency of content and skills.

The materials include a digital curriculum that has 18 different lessons; all lessons follow the same structure with different themes. The lessons include a video, games, assessments, and a printable workbook with additional activities for developing children's content knowledge. The materials do not provide detailed guidance for connecting students' prior content knowledge and experiences to new learning.

Spanish Evidence 2.5

Evidence includes but is not limited to:

The materials do not provide teacher guidance that supports explicit instructional strategies for teaching prekindergarten skills. There is some evidence of teacher guidance in the "Teacher Guide;" however, the suggestions do not include detailed and explicit guidance for teacher and student actions that support development and proficiency of content and skills. The Teacher's Guide includes information on the importance of brain development and how their instructional design and methodology are based on brain-research principles to achieve effective learning. The Bloom's Taxonomy graphic demonstrates the levels of developmental skills as they correspond to Bloom's Taxonomy; however, there is no detailed and explicit teacher guidance for how to apply this to the lessons and materials. The Teacher Guide states, " We strongly recommend that the teacher follow this extended taxonomy to create and make other activities

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to reinforce skills.” The Teacher Guide also states, “Teachers may choose selected materials to add in the learning path for specific students' needs or population.” This is the extent of the guidance found.

The materials do not provide detailed guidance on how the students can connect their prior experiences to new learning. For example, most of the “cuaderno de trabajo” activities begin with the teacher jumping immediately into the activity with the students. In “Leccion 5” for the “Los oficios” activities in the workbook, the teacher guidance for each activity begins with the phrase: “Pedir a los niños” (Ask the students to...). Depending on the activity, the guidance prompts the teacher to ask the students to point, name, observe, or listen and repeat. The activities do not include prompts for teachers to ask what they already know about the topic/skill or provide tips on how to connect student’s prior learning to the activity.

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2.6 Materials are supported by child development research on children’s development within and across all domains.

- Materials include a clear description of how the curriculum is supported by child development research.
- Materials provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach.
- Cited research is current, academic, relevant to early childhood development, and applicable to Texas-specific context and demographics.
- A bibliography is present.

2.6 Materials & Score	2.6 Rationale
2.6 English IM Does Not Meet 0/4	The materials are not supported by child development research on children’s development within and across all domains and do not include a clear description of how the curriculum is supported by child development research. The materials do not provide research-based guidance for instruction that enriches educator understanding of early childhood development or the validity of the recommended approach. The materials do not include cited research that is current, academic, relevant to early childhood development, or applicable to Texas-specific context and demographics. The materials do not include a bibliography.
2.6 Spanish IM Partially Meets 2/4	There is some evidence that the instructional materials include a clear description of how the curriculum is supported by child development research. The teacher guide provides some evidence of brain-based research and oral language development; however, it does not provide research of early learning standards, developmentally appropriate practices, and language-rich experiences. There is no evidence to support that the materials provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach. Some of the cited research is not current but is from a reputable source known for experience in early childhood development. The materials include a bibliography.

English Evidence 2.6

Evidence includes but is not limited to:

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The materials include an online curriculum with a “Teacher’s Guide” with an explanation of the resources included and the structure of the materials. A variety of brain research is explained from a study at Harvard to the Four Levels of Learning. Eduspark utilizes this brain research by “taking advantage in the way left and right brain hemispheres function while learning” but does not indicate how they do that. Additionally, there was a case study at the University of Monterrey about the effectiveness of Eduspark. It showed that first grade students who use the Eduspark reading program improve their results by 15% compared to the control group. The materials do not provide research-based guidance for instruction that enriches educator understanding of early childhood development or of the validity of the recommended approach.

The materials do not include any cited research that is current, academic, relevant to early childhood development, or applicable to Texas-specific context and demographics.

A bibliography is present at the end of the Teacher’s Guide.

Spanish Evidence 2.6

Evidence includes but is not limited to:

The materials provide some evidence on how the curriculum is supported by child development research. The “Teacher Guide” describes how the curriculum was developed based on a brain-based learning model. The Teacher Guide states, “The instructional design and methodology is based on brain-research principles to achieve effective learning. An example is the integration of rhyming language, visual perception techniques for instant word and image recognition, integrate vocabulary into categories, frequent and fast-paced stimuli, high-speed reading techniques, and songs with academic concepts.” The Teacher Guide also provides information on the importance of brain-based practices in education and a video to demonstrate the importance of oral language development. In addition, the materials cite a study from Harvard University that talks about the importance of providing experiences so that the brain can make strong neurological connections. Although the materials include some descriptions of how the curriculum is supported by brain research, the materials do not explicitly connect the activities to the research. Furthermore, the materials do not provide a clear description of how the curriculum is supported by the most current child development research.

The materials do not provide research-based guidance for instruction that enriches educator understanding of early childhood development and the validity of the recommended approach. There is no evidence of teacher guidance on how to apply research-based instructional approaches in order to plan their lessons and to meet the needs of individual students. The

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Teacher Guide states, “The teacher’s role is to facilitate the learning; however, the software is doing most of the teaching.” The Teacher Guide describes the importance of the brain-based practices; however, the materials do not provide information for educators to enrich their understanding of instructional strategies as it relates to early childhood.

Some of the research included in the materials is not current and applicable to Texas-specific context and demographics. The Teacher Guide provides a case study that shows the effectiveness of the curriculum; however, the research was conducted in Mexico and not Texas. The cited research does not make connections to the diversity of languages spoken across the state of Texas. The materials do include a bibliography in the teacher guide where research is cited from reputable sources, but the research is not always current. For example, the materials cite research from Harvard University, John Medina, and Bloom’s taxonomy. John Medina’s Brain Rules was published in 2008. The Bloom’s Taxonomy research was published in 1956. The materials also cite an article titled “The Growth of Nerve Circuits,” dated back to 1959. The materials also include case studies by Jesus Amaya, Ph.D., from 2003-2005. One of the sources that does address the diverse language needs for Texas students is written by Thomas and Collier, who are an authority in this field.

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3.1 Materials include direct social skill instruction and explicit teaching of skills.

- Full lessons on Self Concept Skills, Self-Regulation Skills, Relationships with Others, and Social Awareness Skills, as laid out in the Texas Prekindergarten Guidelines.
- Materials provide guidance on teacher modeling of these skills.
- Materials include appropriate texts used to support the development of social competencies.
- Materials include appropriate texts used to support the development of competencies to understand and respond to emotions.

3.1 Materials & Score	3.1 Rationale
3.1 English IM Does Not Meet 0/4	The materials reviewed do not have lessons throughout the curriculum that focus on self-concept skills, self-regulation skills, relationships with others, and social awareness skills. The lessons that do have some social skill instruction do not provide guidance for teachers to model the skills presented in the lessons. Materials do not include appropriate texts to support the development of social competencies or the development of competencies to understand and respond to emotions.
3.1 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 3.1

Evidence includes but is not limited to:

In Lesson 1, the materials include two worksheets that contain a table of activities and a song to help children practice self-regulation skills. There are no directions or guidance for teachers directly correlating to social skill-building. Lesson 1 includes a daily schedule activity to support students as they identify, express, and understand feelings. For example, students use class rules cards to practice classroom rules. While the materials provide students with the opportunity to use the class rules cards to practice, specific teacher guidance on modeling these behaviors is not included. The materials recommend using colored popsicle sticks to reinforce the classroom rules. The materials do not include any texts to support the development of these social skills and competencies.

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In Lesson 2, the materials provide outlines for social building opportunities. For example, children will watch a video about rules, play a memory game that supports proper behavior, complete an evaluation, and complete printable worksheets. The materials provide guidance for the teacher on completing the worksheets. These activities lack guidance and opportunities for the teacher to model social skills and do not include opportunities for children to practice the skills in authentic settings.

In Lesson 8, the materials include printable worksheet activities that help children practice building relationships with others. These activities do not include any texts to support the development of these social skills and competencies.

Spanish Evidence 3.1

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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3.2 Materials include repeated opportunities for students to practice social skills throughout the day.

- Materials provide opportunities to learn, practice, and apply these skills throughout the day.
- Practice opportunities are authentically integrated throughout all other content domains.

3.2 Materials & Score	3.2 Rationale
3.2 English IM Does Not Meet 0/4	Within the materials and lessons reviewed, there is no evidence that students have repeated opportunities to practice social skills throughout the day. The materials do not provide opportunities to learn, practice, and apply these skills throughout the day and do not have practice opportunities through authentically integrated content domains.
3.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 3.2

Evidence includes but is not limited to:

In Lesson 1, the materials include an activity to learn and practice social skills. For example, students create different emotional faces on popsicle sticks to practice social and emotional skills. Lesson 1 includes another opportunity for students to practice social skills: an activity using picture cards that illustrate emotions to practice understanding feelings. While the materials provide students with the opportunity to practice social skills, these materials are not applied to learn, practice, or apply social skills throughout the day.

In Lesson 5, students engage with each other by sharing their likes and dislikes for different types of animals. The teacher asks questions that allow students to reflect and demonstrate empathy for others. There is also a list of suggested activities that include singing songs with different emotions.

In Lesson 11, the materials include an activity that focuses on taking care of classroom materials. For example, students use a worksheet to cut and glue pictures that illustrate practicing social skills. These materials lack opportunities to authentically integrate practice throughout all other content domains.

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Spanish Evidence 3.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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3.3 Materials include ideal classroom arrangements that support positive social interactions.

- Classroom arrangement supports daily opportunities for practice of social skills, including in daily learning centers.
- Materials give teacher guidance on classroom arrangement to support teacher-student and student-student interactions.
- Materials consider a variety of factors and components of the physical space and their impact on students' social development.
- Materials can be implemented easily and effectively within a classroom arrangement that supports positive social interactions.
- Materials provide suggestions for how to engage students in classroom arrangement in order to promote student ownership of the space.

3.3 Materials & Score	3.3 Rationale
3.3 English IM Does Not Meet 0/4	The materials do not include ideal classroom arrangements that support positive social interactions. The materials do not include classroom arrangement that supports daily opportunities to practice social skills, including in daily learning centers. The materials do not include teacher guidance on classroom arrangements to support teacher-student and student-student interactions. The materials do not consider a variety of factors or components for the physical space or their impact on students' social development. Materials can not be implemented easily and effectively within a classroom arrangement to support positive social interactions; they do not provide suggestions for engaging students in the classroom arrangement to promote student ownership of the space.
3.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 3.3

Evidence includes but is not limited to:

The materials include online guided reading videos, games, activities with visual and fine motor supports, and a parent guide. Lessons include printable materials for fine motor development; online games to practice the classroom rules; activities with visual supports to teach classroom procedures; and online videos to engage students in content-based topics. Lessons also include

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a daily schedule picture that contains learning centers, with suggested titles, for self-regulation guidance; memory games to teach critical thinking skills; and matching games to teach language skills using pictures. The materials do not include daily opportunities to practice social skills in daily learning centers. The materials do not provide suggestions for how to engage students in the classroom arrangement to promote student ownership of the space.

Lesson 1 includes a printable activity with pictures of “thumbs-up” and “thumbs-down” to teach communication strategies. The materials do not consider a variety of factors and components of the physical space or their impact on students’ social development.

Lesson 2 includes an online video, a memory game, a matching game, and a workbook activity to teach the importance of following rules. The materials do not provide teacher guidance on classroom arrangements to support teacher-student or student-student interactions.

Lesson 6 includes a role-play activity: The teacher divides students into groups to act out a fairytale. The materials do not provide an easy or effective implementation for classroom arrangement to support positive social interactions.

Spanish Evidence 3.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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3.4 Materials include activities to develop physical skills and refine motor development through movement.

- Materials provide numerous daily opportunities for students to develop their gross motor skills through movement.
- Materials provide daily opportunities for students to develop their fine motor skills through tasks that do not require writing.

3.4 Materials & Score	3.4 Rationale
3.4 English IM Does Not Meet 0/4	Materials do not give students numerous daily opportunities to develop their gross motor skills through movement. Materials do not provide daily opportunities for students to develop their fine motor skills through tasks that do not require writing.
3.4 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 3.4

Evidence includes but is not limited to:

In Lesson 1, the materials include an activity to develop gross motor skills. For example, students are instructed to stand like a soldier while moving their arms. Lesson 1 also includes an activity to develop fine motor skills by practicing cutting printable worksheets. While the materials provide students with some opportunities to develop gross motor skills and fine motor skills, they do not provide daily opportunities for students to develop these skills.

In Lessons 5 and 6, the materials include activities to develop gross motor skills with dancing and a movement game. The dancing activity encourages students to listen to suggested songs and move to the music. The movement game provides instructions for students to coordinate a series of movements. For example, students are asked to bend, grow, and get up, and turn around. While the materials do provide some opportunities to develop gross motor skills through movement, there are no daily opportunities to develop these skills. In Lesson 7, the materials include an activity to develop fine motor skills by making puppets. This activity provides students the opportunity to cut out puppets using scissors.

In Lessons 10 and 14, the materials include activities to develop fine motor skills. For example, students have the opportunity to make sculptures using sand. Additionally, students have the

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opportunity to cut and glue a printed calendar and fold paper to create origami animals. While the materials provide students with some opportunities to develop fine motor skills, there are no daily opportunities for students to develop these skills.

Spanish Evidence 3.4

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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3.5 Materials include activities that develop safe and healthy habits in students.

- Materials provide teacher guidance on modeling safe and healthy habits for students.
- Materials provide a variety of opportunities and activities for students to practice safe and reflect on safe and healthy habits.
- Materials communicate for both teachers and students the connection between physical and mental health.

3.5 Materials & Score	3.5 Rationale
3.5 English IM Does Not Meet 0/4	Materials do not include activities to develop safe and healthy habits in students throughout the lessons. The materials do not provide teacher guidance on modeling safe and healthy habits for students. The materials do not provide a variety of opportunities or activities for students to practice and reflect on safe and healthy habits. The materials do not communicate for both teachers and students the connection between physical and mental health.
3.5 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 3.5

Evidence includes but is not limited to:

In Lesson 2, the materials include a printable worksheet activity to develop physical and mental health. In this activity, students name body parts as the teacher points to each part using the provided visual support. While this provides an opportunity for teachers and students to identify physical features, the materials do not communicate the connection between physical and mental health and do not include teacher guidance.

In Lesson 7, the materials include online videos, games, and activities that develop healthy habits in students. For example, students have the opportunity to watch a video about eating healthy foods. An extension to the video is a memory game that uses vocabulary words and pictures of healthy food options. While the materials include some activities for healthy habits, no activities are included for safe habits, and there is no teacher guidance.

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Spanish Evidence 3.5

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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4.1 Materials provide guidance on developing students' listening skills.

- Materials provide teacher guidance on modeling active listening for understanding.
- Materials support and scaffold daily opportunities for students to listen for understanding.
- Materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts.
- Materials provide opportunities for students to hear conversations that follow conversation norms.

4.1 Materials & Score	4.1 Rationale
4.1 English IM Partially Meets 2/4	The materials reviewed do provide some guidance on developing students' listening skills. The materials provide some teacher guidance on modeling active listening for understanding. The materials support some scaffolding opportunities for students to listen for understanding. The materials provide some opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts. The materials provide some opportunities for students to hear conversations that follow conversation norms.
4.1 Spanish IM Partially Meets 2/4	The materials provide partial guidance on developing students' listening skills. The materials provide some teacher guidance on modeling active listening for understanding. The instructional materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts. There are some opportunities for students to listen for understanding, even though they are not interacting with the teacher directly. The materials provide limited opportunities for students to hear conversations that follow conversation norms.

English Evidence 4.1

Evidence includes but is not limited to:

The materials include online videos, games, activities, and a printable workbook to develop listening skills. Students are able to listen to all the media sources provided by the materials.

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In Lesson 1, the materials include a “Back to School” video; students listen to and repeat new vocabulary to develop listening skills for understanding. Additionally, the teacher asks questions that allow students to make connections with their own experiences of previous knowledge; a script is not provided by the materials. The materials do not provide teacher guidance on modeling active listening skills.

In Lesson 3, the materials include an online video to develop listening skills and to show understanding; the video includes color vocabulary words and provides guidance for students to listen for instructions. In Lesson 6, a science content guided reading video helps develop vocabulary and listening skills. While the materials do provide some opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts, the materials do not support and scaffold daily opportunities for students to listen for understanding.

In Lesson 7, under music resources, students are given the opportunity to listen for understanding through pictorial association and application using the song and/or tutorial. While there are some opportunities for students to practice listening for understanding, they do not frequently occur throughout the materials.

In Lesson 14, the materials include an online guided reading video to develop listening and vocabulary skills. For example, the guided reading video incorporates the visual of a calendar, with sounds and text being read aloud. While the materials do provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts, the materials do not provide opportunities for students to hear conversations that follow conversation norms.

Spanish Evidence 4.1

Evidence includes but is not limited to:

The instructional materials provide the teacher with some guidance on modeling active listening for understanding. Under the section “Recursos del maestro,” the Teacher's Guide gives the teacher “sugerencias para el desarrollo de una clase.” The instructions provide some suggestions for the implementation of the lessons, such as “ Ver y escuchar el video o canción para que se familiaricen con el contenido y repitan el vocabulario clave.” However, the materials do not provide explicit guidance on what active listening should look like.

The materials partially support and scaffold daily opportunities for students to listen for understanding. They provide the students with multisensory materials to allow them to demonstrate listening skills. At the beginning of each lesson, the students can watch a video that introduces new vocabulary. Students listen to vocabulary accompanied by visuals in the

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“Juego de memoria.” For example, the student is instructed to, “Haz click en las teclas que corresponda a la posición de la tarjeta.” By clicking on the cards, the student will reveal a picture card, and the program says the word out loud.

The materials provide some opportunities for students to listen for understanding. In the “Recursos del maestro,” the activities promote student participation to sing songs and use rhythmic movements or use of body language to represent vocabulary. Another opportunity for students to listen for understanding is in Lesson 6 when students learn about different professions. The video introduces the lesson with a little boy saying, “Hoy hablaremos de lo que puedo estudiar cuando crezca y entre a la universidad.” However, there is no interaction between the student and the teacher to check for understanding.

The instructional materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar. In the assignments section, there are a few videos such as “Mi Ciudad” and “Los Oficios,” where the students can listen to a song that explains each vocabulary word and what it means. In addition, songs provided in the materials rhyme, which supports listening skills. There are also a few digital books. These digital books provide grammatically correct sentence structure. For example, in Lesson 18, students can follow along with the digital book “Salir a jugar” by advancing through each page as it is read aloud. The students also have the option to “volver a leer” each page as needed.

The materials provide limited evidence of opportunities to listen to conversations that may follow conversation norms. In lesson 17, “Proyecto: La tiendita,” students assume roles as a cashier, the buyer, the baker, etc., explain what it means to be a consumer, and identify items humans need to live. However, there is no teacher guidance to support conversations among students.

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4.2 Materials provide guidance on developing students' speaking skills.

- Materials provide opportunities for students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts.
- Materials provide teacher guidance on corrective feedback of students' speech production, sentence structure, and grammar.
- Materials provide teacher guidance on setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, and grammar.
- Materials provide support and guidance for students to work collaboratively to engage in discussion using conversation norms.

4.2 Materials & Score	4.2 Rationale
4.2 English IM Does Not Meet 0/4	The materials reviewed do not provide guidance on developing students' speaking skills. The materials do not provide opportunities for students to practice producing sounds or use appropriate sentence structure and grammar in a variety of contexts. The materials do not provide teacher guidance on corrective feedback of students' speech production, sentence structure, or grammar. The materials do not provide teacher guidance for setting up and facilitating activities that allow students to practice production of a variety of sounds, appropriate sentence structure, or grammar. The materials do not provide support or guidance for students to work collaboratively to engage in discussion using conversation norms.
4.2 Spanish IM Does Not Meet 0/4	The materials do not provide the necessary guidance for the development of students' speaking skills overall. The materials provide very limited opportunities for the students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts. There is no evidence of teacher guidance on corrective feedback on student speech production, sentence structure, or grammar. Limited teacher guidance is provided on setting up and facilitating activities that allow students to practice producing a variety of sounds, appropriate sentence structure, and grammar. The materials do not provide any evidence to support and guide students to work collaboratively and engage in discussion using conversation norms.

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English Evidence 4.2

Evidence includes but is not limited to:

The materials include online videos, games, songs, and printable activities with visual and audio supports. In Lesson 1, the materials include a “Back to School” video introducing students to the classroom. This video provides visuals of objects in the classroom and audibly names the objects. At the end of the video, there is repetition practice: Students listen and repeat the name of each classroom object. While these materials do provide some opportunities for students to develop speaking skills, the materials do not provide teacher guidance on corrective feedback of students’ speech production, sentence structure, and grammar.

In Lesson 6, the materials include a video, games, and an online assessment activity to introduce different types of transportation. These activities provide visuals of different means of transportation. In the assessment activity, students listen and select the correct picture. While these materials do provide an opportunity for students to practice listening skills, the materials do not provide opportunities for students to practice producing sounds and use appropriate sentence structure and grammar in a variety of contexts.

In Lesson 13, the materials include an activity for students to observe, record, and predict weather changes. This activity provides visual supports that show how the weather changes. Students are asked to observe, record, and predict the weather, working in groups and discussing their findings with other students. While the materials do provide opportunities for students to work collaboratively and engage in discussions, the materials do not provide support or guidance for students to use conversation norms.

In Lesson 16, the materials include a song for students to practice the production of sounds, sentence structure, and grammar. This song provides repetition and rhyming about similar and different shapes. While the materials do provide some opportunities for students to practice production of a variety of sounds, appropriate sentence structure, and grammar, the materials do not provide teacher guidance on setting up and facilitating the activity.

Spanish Evidence 4.2

Evidence Includes but is not limited to:

The “Pre-K Differentiation Strategies” provide some suggestions for small group instruction activities that support the use of appropriate grammatical sentence structures as well as opportunities for students to practice producing sounds. For example, one of the suggestions is to use the “Cuaderno de actividades” to provide opportunities for students to build on their vocabulary by working in pairs. This activity increases in “difficulty to build vocabulary, language,

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and pre-reading skills.” It also suggests that younger four-year-olds can work on the activities in small groups, and three-year-olds can work with teacher guidance. Throughout the lessons, the students watch a video introducing new vocabulary. The video introduces new words through a rhyming song that the students listen to throughout the week. The Differentiation Strategies document suggests that “Four-year-olds can sing aloud the song, and try to identify a few vocabulary words in the song.”

The materials offer little teacher guidance on setting up and facilitating activities for students to practice producing a variety of sounds, appropriate sentence structure, and grammar. For example, the Pre-K Differentiation Strategies provide minimal directions for teachers. The materials state, “Advanced four-year-old students can make in pairs the complete workbook which includes 13 activities with gradual difficulty to build vocabulary, language, and pre-reading skills.” However, the materials do not provide teacher guidance for students to engage in discussions using conversation norms while working in pairs.

The materials in the curriculum partially provide teacher guidance on speech production. For example, the materials in Lesson 2 (“Reglas en la escuela y en la casa”) provide visuals and modeling for students to choose responses based on differing verbal skills. The instructions state, “Pedir al niño identificar lo que hace en la escuela y lo que hace en la casa. Observar si el niño responde correctamente a las instrucciones orales.” The materials in Lesson 4 also provide an opportunity for the practice of oral language skills while discussing a family photo. The instructions state, “Pedir al niño observar la imagen y nombrar lo que ve. Pedirle comparar la imagen con una foto de su familia. Evaluar que el niño se comunica haciendo uso adecuado del lenguaje.” These examples provide some support for the teacher to develop students’ use of appropriate sentence structure and grammar, but do not provide examples nor guidance for the teacher to give corrective feedback.

In Lesson 6, the “Cuaderno de Trabajo” provides guidance for teachers to support students’ differing levels of speaking ability while discussing jobs. The text states, “Pedir al niño señalar con su dedo cada personaje que se menciona. Pedirle decir frases utilizando palabras para describir lo que ve cómo con qué trabajan. Observar si el niño responde correctamente a las instrucciones orales. Recordar a los estudiantes hablar con un tono de voz suave y pausado.” Even though the materials provide some activities that may support the production of sounds and use appropriate sentence structure, they do not provide sufficient and varied opportunities for students to develop speaking skills.

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4.3 Materials support expanding student vocabulary.

- Materials follow a progression of vocabulary development that is age and sequentially appropriate.
- Materials include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning.
- Materials guide the teacher to access one language to build vocabulary in the other language (e.g. cognates, translanguaging, etc.) (Spanish only).

4.3 Materials & Score	4.3 Rationale
4.3 English IM Does Not Meet 0/4	The materials reviewed do not support expanding student vocabulary. The materials do not follow a progression of vocabulary development that is age and sequentially appropriate. The materials do not include a variety of strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning.
4.3 Spanish IM Partially Meets 2/4	The materials provide some evidence that supports expanding student vocabulary. There is no evidence that the materials follow a progression of vocabulary development that is age and sequentially appropriate. The instructional materials provide limited strategies for strategically supporting vocabulary development that are integrated and authentically embedded in content-based learning. The materials do not provide the necessary guidance for the teacher to access one language to build vocabulary in the other language.

English Evidence 4.3

Evidence includes but is not limited to:

The material provides some opportunities for students to learn new words. The material provides opportunities to learn new vocabulary by repeating words during the lessons and playing memory card games with the new vocabulary. Some videos in the units allow students to learn new words by repeating them and also by looking at visuals/pictures that represent the word. While there is an extensive list of vocabulary words provided, the instruction is limited to hearing vocabulary and repeating/identifying the word. The materials do not follow a progression of vocabulary development that is sequentially appropriate.

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In Lesson 1, the back to school video provides an overview of the classroom and identifies common objects around the room. At the end of the video, it repeats each word with a picture for another exposure. In the workbook, Back to School, the students have another opportunity to engage with the vocabulary by repeating and matching. In Lesson 2, the materials include an online video to develop language and communication skills. In this online video, students are introduced to vocabulary words about classroom rules using rhythmic patterns. In Lesson 6, the materials include an online guided reading video and games to develop vocabulary. In Lesson 15, the materials include an online video to develop students' vocabulary knowledge. For example, the online video introduces types of clothes for the winter season. This activity provides visuals of clothing options to wear during the winter and audibly provides the vocabulary word. While the materials provide some vocabulary development, the materials do not include a variety of strategies for strategically supporting vocabulary development that is integrated and authentically embedded in content-based learning.

Spanish Evidence 4.3

Evidence Includes but is not limited to:

The materials provide some evidence that supports expanding student vocabulary. The materials have 18 lessons in the main menu, and within each lesson, there is a language and communication section. The sections contain a Pre-Test, Video, memory game, matching game, and two vocabulary tests to support vocabulary development. However, there is no evidence to support that the materials follow a progression of vocabulary development that is age and sequentially appropriate.

Many of the sections in the lessons begin with a Spanish video that introduces the vocabulary for the activities within the section. The vocabulary is presented through a story in the form of a song with rhyming words. The video presents the vocabulary at high speed using animations to help the child understand the new vocabulary. For example, in Lesson 3, the video connects colors to different things in the environment (green are the grassy fields, blue is the sky, and white is the moon). These videos provide some support to expand student vocabulary. However, the materials do not guide the teacher to access one language to build vocabulary in the other language within the lessons.

According to the "Pre -K Differentiation Strategies" document, the Memory and Matching games are used "to practice vocabulary words, pronunciation, and develop their Phonemic & Phonological Awareness." In the memory game "Cuidando el planeta," the student clicks a card to reveal the vocabulary word. As the card turns over, the program says the vocabulary word aloud. The Teacher's Guide states that the teacher will ask students to repeat each word during the memory games. The goal of the game is to find matching pairs while listening to new vocabulary. In the matching game, the student hears a vocabulary word from the lesson and selects the corresponding image. The audio will indicate if it is correct. When it is incorrect, the

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student will hear the name on the card and a message that it is incorrect. These activities support vocabulary development, but only at a surface level.

The "Cuaderno de trabajo" contains some evidence of vocabulary practice and provides some opportunities for students to interact with vocabulary. For example, in Lesson 18, the teacher engages the students in discussing how to take care of our planet. The materials recommend the students respond by saying: "Yo puedo apagar la luz cuando salgo de una habitación, yo puedo cerrar la llave del agua cuando terminé de lavarme las manos, etc."

The vocabulary tests instruct the student to listen to audio and select a corresponding image or observe the image and select the corresponding word. Even though these tests assess vocabulary covered within each section of the lessons, there is no guidance for the teacher on how to use the results to reinforce and expand students' vocabulary.

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4.4 (English) Materials include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.

- Materials include a variety of strategies for supporting English Learners.
- Strategies include how to use the child’s first language as a foundation for learning English.
- Materials develop students’ vocabulary in both English and the home language.

4.4 (Spanish) Materials include appropriate strategies for supporting students’ biliteracy development.

- Materials include a variety of strategies for supporting students in developing Spanish and English language proficiency.
- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials guide the teacher to leverage student’s prior knowledge in each language as an asset.

4.4 Materials & Score	4.4 Rationale
4.4 English IM Does Not Meet 0/4	The materials reviewed do not include appropriate strategies for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge. The materials do not include a variety of strategies for supporting ELs. The materials do not include strategies for how to use the child’s first language as a foundation for learning English. The materials do not develop students’ vocabulary in both English and the home language.
4.4 Spanish IM Does Not Meet 0/4	The materials do not include appropriate strategies to support students’ biliteracy development. The materials provide some Spanish supports but do not provide a variety of strategies for supporting students in developing English language proficiency. The materials do not highlight opportunities for students to make cross-linguistic connections. There is no evidence that the materials guide the teacher to leverage students’ prior knowledge in each language as an asset.

English Evidence 4.4

Evidence includes but is not limited to:

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The materials include online videos, games, and printable workbook activities to develop content knowledge using visual and auditory supports. The materials provide an extensive list of vocabulary words and topics of conversation and activities for the teacher to reference. Additionally, all materials are provided in Spanish. While the materials do provide materials in the first language for Spanish speakers, they do not include strategies to develop skills in other languages.

Lesson 3 includes a printable workbook activity in Spanish to develop color vocabulary words. In Lesson 6, the materials include an online video to develop vocabulary knowledge. This activity includes illustrations for vocabulary words. The materials do not provide strategies for supporting ELs and do not include a variety of strategies. The materials do not include how to use the child's first language as a foundation for learning English.

In Lesson 10, the materials include a guided reading video that uses visuals and music. This guided reading activity and song develop the vocabulary of nature words. In Lesson 17, the materials include activities for vocabulary development using visual supports. For example, science content-based activity includes photographs of the environment to develop new vocabulary. While the materials do provide some vocabulary development, the materials do not develop the students' vocabulary in both English and the home language.

Spanish Evidence 4.4

Evidence Includes but is not limited to:

The materials do not include appropriate strategies to support students in developing biliteracy proficiency. The curriculum provides thematic units with Spanish vocabulary but does not provide discussion opportunities, visual supports, and wait times when discussing or eliciting responses. There are no opportunities for the student to practice listening or speaking in English. There is no evidence of English activities or prompts included in the instructional materials. The lessons throughout the materials have the same format that begins with a pretest to see what the student knows, followed with a video introducing new Spanish vocabulary. The videos and activities included in the instructional materials are only in Spanish. Throughout the thematic units, Spanish vocabulary is introduced, but the materials do not provide strategies or lessons to support vocabulary development in English. The materials do not allow the students to apply newly learned vocabulary or support the transfer of vocabulary from the primary to the second language. There is also no evidence to support that the instructional materials guide students to compare content vocabulary in both English and Spanish.

The materials offer some support to develop Spanish language proficiency, but not English proficiency. For example, in Lesson 1, the teacher asks the students to point to certain objects in

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the class environment. The teacher observes the students to see if they respond correctly. However, it is not clear if the students simply point or are expected to say the object's name aloud. In addition, Lesson 5 introduces the students to different jobs such as *barrendero*, *jardinero*, *carpintero*, *cartero*, *mecánico*, *panadero*, *taxista*, *policía*, and *bombero*. The students listen to a song that explains each of the *oficios*. For example, the song says, “*El barrendero mantiene limpia la comunidad, y gracias al jardinero luce hermosa la ciudad.*” This video is repetitive with the vocabulary, but there is no opportunity for the students to apply it orally and practice language development. The activities that follow the video are matching activities. In one activity, the students hear a word in Spanish and match the two pictures showing that word. In the next activity, the students hear the word, and they have to choose the right picture from three choices. For practice, the students complete a variety of worksheet type activities and an electronic assessment related to the vocabulary. The activities allow the students to learn new Spanish vocabulary but do not highlight opportunities for students to make cross-linguistic connections or leverage students' prior knowledge in each language as an asset.

In the Lesson 8 *Cuaderno de trabajo*, the materials guide the teacher to engage the students in a discussion about the zoo. The materials state: “*Pedir al niño observar la imagen. Pedir al niño conversar con su par sobre un paseo al zoológico. Comentar cuál es su animal preferido. Recordar a los estudiantes hablar con un tono de voz suave y pausado.*” This lesson supports Spanish language proficiency at a basic level. However, there is no guidance to leverage students' prior knowledge in another language (if spoken) or make cross-linguistic connections to support the conversation.

In the Lesson 12 *Cuaderno de trabajo*, the lesson guides the teacher to discuss sea animals. The materials state: “*Nombra cada imagen y menciona una característica. Pedir al niño describir las imágenes, por ejemplo, la ballena está nadando en aguas profundas. Pedir al niño usar una gran variedad de palabras al describir las imágenes. Pedir al niño usar oraciones con detalles.*” The materials provide some guidance to develop the students' primary language but do not extend the students' knowledge to the second language.

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5.1 Materials provide opportunities for students to develop oral language skills, including through authentic text conversations.

- Materials provide opportunities for students to listen actively and to ask questions and engage in discussion to understand information in texts.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts.
- Materials provide support and guidance for students to work collaboratively to engage in discussion.

5.1 Materials & Score	5.1 Rationale
5.1 English IM Does Not Meet 0/4	The materials do not provide opportunities for students to develop oral language skills, including through authentic text conversations. The materials do not provide opportunities for students to listen actively or to ask questions and engage in discussions to understand information in texts. The materials do not provide consistent opportunities for students to engage in discussions that require them to share information and ideas about the texts. The materials do not provide support or guidance for students to work collaboratively to engage in discussions.
5.1 Spanish IM Does Not Meet 0/4	There is no evidence to support that the instructional materials provide opportunities for students to develop oral language skills, including through authentic text conversations. The materials do not provide texts to engage students in meaningful conversations. The materials do not provide opportunities for students to listen actively and to ask questions, and engage in discussion to understand the information in texts. The materials do not provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts. The materials do not provide support and guidance for teachers to support students working collaboratively and engage in discussion.

English Evidence 5.1

Evidence includes but is not limited to:

The materials include digital books and online activities to develop content knowledge using interactive visual and auditory supports. The materials, however, do not provide sufficient

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opportunities for students to listen actively, ask questions, and engage in discussions to understand information in texts, to share information and ideas about texts, or to work collaboratively to engage in discussion.

Lesson 8 includes an online video about zoo animals with visuals and vocabulary development. The materials include an online workbook activity to develop alphabet knowledge. For example, the letter *Kk* is introduced, with opportunities for tracing the letter and practicing the letter sound. The lesson does not provide opportunities for students to listen actively and to ask questions and engage in discussions to understand information in texts.

In Lesson 11, the materials include an art activity to develop fine motor skills. Although this activity includes opportunities for students to share their artwork with each other and have discussions about what they have created, the materials overall do not provide consistent or frequent opportunities for students to engage in discussions that require them to share information about texts.

In Lessons 16, 17, and 18, the materials include a digital book for developing listening skills. Digital books include visual and auditory supports for students to practice listening skills and vocabulary development. The materials include an activity after the digital book for students to share their guided reading practice; students draw a picture of the story and take a quiz to assess their comprehension of the story. The materials do not provide support and guidance for students to work collaboratively to engage in discussions.

Spanish Evidence 5.1

Evidence includes but is not limited to:

The materials do not provide opportunities for students to listen actively, ask questions, and engage in discussion to understand the information in texts. The teacher guidance is limited and does not support the development of oral language skills. The “How to Access and Navigate Guide” states, “The curriculum is a fully digital program for Pre Kindergarten. The program provides skills-based learning experiences based on [more than] 1,100 videos, interactive games, activities, and evaluations.” Although the materials include a variety of online videos with text, the texts are videos with words read to the students and do not provide teacher guidance for engaging students in active listening or discussion.

The instructions in the student workbook provide minimal direction for teachers to teach and support active listening. The workbook in “Lección 8” tells the teacher to remind the students to speak in a soft voice and to listen and repeat words. The materials state, “Escucha y repite las palabras.” The workbook in Lección 8 also states, “Pedir al niño describir las imágenes, por ejemplo, el oso café, la jirafa alta, el elefante grande. Pedir al niño usar una gran variedad de

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palabras.” This is the extent of guidance provided to teachers. There are no guiding questions to support oral language development.

The materials do not provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the texts. There is no evidence of suggested read-alouds to accompany the lessons. The materials do not include think-alouds to support encouraging open-ended discussions related to information in the digital texts or videos available through the online platform. The “Teacher Guide” states, “Guided Reading is embedded into the rhythmic story video.” Even though Lessons 1–18 include rhythmic story videos with text, the videos introduce new vocabulary words and do not provide an opportunity for the students to engage in conversation about the learning.

The materials do not provide support and guidance on how students can work collaboratively to engage in meaningful discussions. The Teacher Guide provides guidance on how the teachers can use the vocabulary lessons. For example, the Teacher Guide states, “You can use the videos to practice vocabulary words or to introduce a concept. Use the games to practice vocabulary words and pronunciations. Students can play these games individually or in pairs.” However, the guidance does not encourage students to work collaboratively to engage in discussion about words or the concepts covered in the lessons.

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5.2 Materials provide direct (explicit) instruction and opportunities for student practice in phonological awareness skills.

- Materials follow the research-based developmental continuum of how children acquire phonological awareness.
- Materials take into consideration the specific characteristics of Spanish phonics (syllabication) and their implications when teaching phonological awareness (Spanish only).
- Materials include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds/syllables³.
- Materials allow for student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills.

5.2 Materials & Score	5.2 Rationale
5.2 English IM Does Not Meet 0/4	The materials do provide some direct instruction or opportunities for students to practice phonological awareness skills. The materials do not follow the research-based developmental continuum of how children acquire phonological awareness. The materials do not include a variety of types of activities that engage students in identifying, synthesizing, or analyzing sounds. The materials do not allow for students to practice phonological awareness skills both in isolation and connected to alphabetic knowledge skills.
5.2 Spanish IM Does Not Meet 0/4	The materials do not follow a research-based developmental continuum of how children acquire phonological awareness. There is very limited evidence the materials take into consideration characteristics of Spanish phonics and their implications when teaching phonological awareness. The materials do not include a variety of types of activities that engage students and identify, synthesizing, and analyzing sounds. The materials do not allow for students to practice phonological awareness skills in isolation. There is some evidence that the materials connect phonological awareness skills to letter knowledge activities, but there is no teacher guidance.

English Evidence 5.2

³ “/syllables” included in the Spanish Prekindergarten rubric only.

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Evidence includes but is not limited to:

The materials include an online teacher resource workbook, online videos, online games, and printable activities to develop alphabet knowledge. There are online modules for the students to engage with that practice letter sounds and tracing. The students complete a quiz identifying “which letter makes the sound ___” and “find the letter ___.” The students are then presented with a notebook that involves tracing the letters, naming pictures, and first sounds in words. The teacher instructs the student to repeat the word or sound, and then they trace the letter. While the materials do provide some practice of phonological awareness skills in isolation and connected to alphabetic knowledge, they do not include a variety of types of activities that engage students and do not follow a research-based developmental continuum of how children acquire phonological awareness.

Spanish Evidence 5.2

Evidence includes but is not limited to:

The materials do not follow a research-based developmental continuum of how children acquire phonological awareness and do not include a variety of types of activities that engage students in identifying, synthesizing, and analyzing sounds. The Teacher Guide states, “The teacher will be able to move the order of the lessons.” The lessons can be completed in any order based on what the teacher decides, and there is no guidance on a continuum of skills. The materials include letter tracing worksheets that show students how to form a letter of the alphabet and include two or three words that begin with the same sound of the letter of the alphabet. The worksheets are located in the fine motor skills section of each lesson. The worksheets contain instructions for teachers to read as a whole group, or the worksheet can also be assigned as homework or individual practice. However, the materials do not include phonological awareness activities that can be used to support the letter tracing worksheets. There is no evidence of phonological awareness activities that increase in complexity or are reviewed throughout the year.

There is very limited evidence the materials take into consideration characteristics of Spanish phonics and their implications when teaching phonological awareness. The alphabet video in the teacher guide shows each letter of the alphabet with audio to teach the name and sound of each letter. However, some of the sounds on the video are hard to understand, and others are pronounced incorrectly. The video is not supported by additional phonics instruction. The student workbook in “Lección 4” displays a picture and a word with spaces between each of the syllables. The student is expected to clap the syllables, identify the first syllable, and then match it to the letters that make up that syllable. Although this lesson involves both phonological awareness and phonics, the phonics skills are not appropriate for students in prekindergarten.

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There is very limited evidence the materials connect phonological awareness to letter knowledge instruction. In “Lección 2,” the workbook activity states, “Encierra en un círculo la letra con la que inicia el nombre de cada imagen.” The child hears the beginning sound of the picture, identifies the corresponding letter, and circles the letter. After, the students provide an additional word that begins with the same sounds as those practiced in the activity. Although these types of lessons incorporate some listening aspects in connection to letter knowledge, the materials do not provide opportunities for students to practice phonological awareness skills in isolation.

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5.3 Materials provide direct (explicit) instruction and opportunities for student practice in alphabetic knowledge skills.

- Materials follow a research-based, strategic sequence for introduction of alphabetic knowledge in Spanish.
- Materials provide teacher guidance on direct introducing, modeling, and using letter names and sounds (English only).
- Materials provide teacher guidance on direct (explicit) introduction, modeling, and using letter names, digraphs, and sounds (Spanish only).

5.3 Materials & Score	5.3 Rationale
5.3 English IM Does Not Meet 0/4	The materials reviewed do not provide direct instruction and opportunities for students to practice alphabetic knowledge skills. The materials do not follow a research-based, strategic sequence for introduction of alphabetic knowledge. The materials do not provide teacher guidance on directly introducing, modeling, and using letter names and sounds.
5.3 Spanish IM Partially Meets 2/4	The materials provide some opportunities for student practice in alphabetic knowledge skills. There is some evidence that the instructional materials follow a strategic sequence for the introduction of alphabetic knowledge in Spanish. However, it is unclear what research was used to support this sequence. The materials provide teachers with limited guidance on directly introducing, modeling, and using letter names, digraphs, and sounds.

English Evidence 5.3

Evidence includes but is not limited to:

The materials include a printable “Teacher Resource” workbook and audio recordings to develop alphabetic knowledge skills. The “Teacher Resource” workbook includes printable worksheets for each letter of the alphabet; students practice tracing and writing letters to develop alphabetic knowledge skills. For example, the “Letter Z” worksheet provides some guidance for students to listen to and repeat the letter-sound, then trace the letter. There are audio recordings for each letter-sound for students to practice alphabetic knowledge skills. The materials do not follow a research-based strategic sequence for introduction of alphabetic

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knowledge. The materials do not provide teacher guidance on directly introducing, modeling, and using letter names and sounds.

Spanish Evidence 5.3

Evidence includes but is not limited to:

The alphabet activities in the materials follow somewhat of a strategic sequence for the introduction of alphabetic knowledge in Spanish. However, which research was used to support this sequence is unclear. The letters are grouped as follows: AEI, OU, BPML, TSDN, CGFK, RHJ, and VYZ.

In reviewing the “Teacher’s Guide” and lessons there was evidence of Spanish alphabet letter tracing activities that provide some opportunities for students to practice alphabetic knowledge skills. The 18 lessons in the materials include a fine motor skills section with letter tracing activities of the Spanish alphabet that include practicing letter names and sounds, including digraphs. The letter tracing instructions state, “Escucha y repite las palabras y su sonido inicial. Traza las letras siguiendo el orden de los números.” Students repeat the letter name, sound, and repeat two words that begin with the sound. For example, the worksheet for the letter Aa has the words “Ana” and “avión.” The Teacher’s Guide suggests allowing students to complete this activity independently. The Teacher’s Guide also includes a video that shows each letter of the alphabet with the name and sound. However, the alphabet video provides very limited direct teacher guidance. The teacher guide states, “Muestre el video y pida a los estudiantes escuchar y luego repetir el nombre y sonido de las letras del alfabeto.” There is no additional information on additional ways to use the video to support alphabetic knowledge. Overall, the materials provide the teachers with limited guidance on introducing, modeling, and using letter names, digraphs, and sounds through additional developmentally appropriate strategies for students to practice alphabetic knowledge skills.

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5.4 Materials provide direct (explicit) instruction in print knowledge and concepts and opportunities for student practice.

- Materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts.
- Materials provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school.
- Materials include a research-based sequence of foundational skills instruction and opportunities for sufficient student practice.
- Materials follow a developmentally appropriate continuum for the development of print awareness knowledge.

5.4 Materials & Score	5.4 Rationale
5.4 English IM Does Not Meet 0/4	The materials reviewed do not provide direct instruction in print knowledge and concepts or opportunities for student practice. The materials do not provide direct instruction in print awareness or connecting print awareness to books/texts. The materials do not provide opportunities for students to develop an understanding of the everyday functions of print in context to students' experiences at school. The materials do not include a research-based sequence of foundational skills instruction or opportunities for sufficient student practice. The materials do not follow a developmentally appropriate continuum for the development of print awareness knowledge.
5.4 Spanish IM Does Not Meet 0/4	The materials do not provide direct (explicit) instruction in print knowledge. There are limited opportunities for students to connect print to books or texts in the materials. The materials do not provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school. There is no evidence to support the materials include a research-based sequence for foundational skills instruction and opportunities for students to practice skills. The materials do not follow a developmentally appropriate continuum for the development of print awareness knowledge.

English Evidence 5.4

Evidence includes but is not limited to:

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The materials include online videos, games, activities, and a printable workbook to develop print knowledge and concepts. For example, Lesson 1 includes an online daily schedule with “Circle Time,” reading centers, play centers, and science centers visuals for students. The visual is introduced to students as a resource, though there is no direct instruction on the functions of print when referring to this schedule. The materials do not provide opportunities for students to develop an understanding of the everyday functions of print in context to the students’ experience at school.

In Lesson 4, the materials include an online guided reading video, matching game, and memory game to develop print knowledge. The online guided reading video models reading from left to right, highlights words as they are read, and defines vocabulary words to practice foundational skills. The materials do not provide direct (explicit) instruction in print awareness or connect print awareness to books or texts.

In Lesson 5, the materials include an online guided reading video to develop print knowledge skills. This online guided reading video models reading from left to right, highlights words as they are read, and defines vocabulary words to practice foundational skills. The materials do not include a research-based sequence of foundational skills instruction or opportunities for sufficient student practice.

In Lesson 18, the materials include an online guided reading video, a matching game, and a memory game to develop vocabulary and print concepts. The online guided reading video is a science content video that includes high-frequency words and vocabulary development practice. The materials do not follow a developmentally appropriate continuum for the development of print awareness knowledge.

Spanish Evidence 5.4

Evidence includes but is not limited to:

The materials include three digital books and videos of songs with text through the online platform where the words are read aloud to the students. The digital books and videos with text do not include introductions, suggestions for questioning, and prompts to use before, during, and after to support children’s knowledge about print. The “Pre-K Teacher’s Guide” states that teachers can use the “Rhythmic story videos” as a “guided reading story.” The “Differentiation Strategies” guide also suggests that the teacher can use the videos to “work with sounds, blending, or segmenting.” There are no additional stories, poems, or book lists included in the materials. Hence, the materials do not provide direct instruction in print awareness and connecting print awareness to books/ texts.

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The materials do not provide opportunities for students to develop an understanding of the everyday functions of print in context to the students' experience at school. There is no evidence to support the materials include recommendations for students to engage with and experience authentic print throughout the day.

The materials do not include a research-based sequence of foundational skills instruction and opportunities for sufficient student practice. The materials state, "Teachers can choose content that is best suited to the age and the needs of their students, as well as the district's yearly plan lesson guide." The materials can be used in any order, so there is no strategic sequence for the lessons to be taught throughout the scope of the school year. Therefore, it is evident that the materials do not follow a developmentally appropriate continuum for the development of print awareness knowledge.

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5.5 Materials include a variety of text types and genres across contents that are high-quality and at an appropriate level of complexity.

- Text selection is at the appropriate level of complexity for students' developmental level.
- Materials include both fiction and nonfiction texts.
- Materials include a variety of types of texts, such as poems, songs, and nursery rhymes.
- Texts include content that is engaging to prekindergarten students and include opportunities for students to interact with the stories, including repeated parts.
- Read aloud texts cover a range of student interests.
- Materials include use of purposeful environmental print throughout the classroom.

5.5 Materials & Score	5.5 Rationale
5.5 English IM Does Not Meet 0/4	The materials do not include a variety of text types and genres across contents that are high quality and at an appropriate level of complexity. The materials do not include text selection at the appropriate level of complexity for students' developmental level. The materials do not include both fiction and nonfiction texts. The materials do not include a variety of types of texts, such as poems, songs, and nursery rhymes. The materials do not include texts with content that is engaging to prekindergarten students, nor opportunities for students to interact with the stories, including repeated parts. The read-aloud texts do not cover a range of student interests. The materials do not include use of purposeful environmental print throughout the classroom.
5.5 Spanish IM Does Not Meet 0/4	The materials do not provide text selections at the appropriate level of complexity for students' developmental level. The materials provide three fictional digital books and rhythmic videos with songs that provide a limited amount of content that is engaging to prekindergarten students. The digital books provide very few opportunities for students to interact with stories. The materials do not include a variety of types of texts, such as poems and nursery rhymes. The materials do not offer books to be read aloud that cover a range of student interests. The materials do not include the use of purposeful environmental print throughout the classroom.

English Evidence 5.5

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Evidence includes but is not limited to:

The materials include digital books for students to develop listening and comprehension skills. The materials include three digital nonfiction books in Lessons 16–18 for students to view on an electronic device. The three digital books include topics about animals, bedtime, and playtime. There is no evidence the text selection is at the appropriate level of complexity for students' developmental level. While digital books can be repeated, the texts do not include content that is engaging to prekindergarten students. The materials do not include read-aloud texts that cover a range of student interests. The materials do not include fiction texts.

Examples of nonfiction texts include:

The Ducks at the Pond by Anne Cernyar

Playing Before Bedtime by Anne Cernyar

Playing Outside by Anne Cernyar

In Lesson 1, there is a classical music song for students to listen to. While the materials do include some songs, there is no evidence the materials include a variety of texts, such as poems, songs, and nursery rhymes.

Spanish Evidence 5.5

Evidence includes but is not limited to:

The materials do not provide a variety of texts that meet the different levels of complexity of student development. The text selections are limited to three digital books in “Lecciones” 16–18 and rhythmic videos with songs that introduce vocabulary in each lesson. The digital book in “Lección 16” is about a boy visiting his grandfather’s farm. The digital book in “Lección 17” is about a little girl’s hide and seek game before bedtime. The third digital book is about what a student sees when he goes out to the playground. The digital books provide a limited amount of content that is engaging to prekindergarten students. The rhythmic story videos are described as a guided reading story that integrates words. The Teacher Guide states, “The rhythmic story video is used to develop discussion opportunities about the topic in whole group and discuss words in a global reading of the vocabulary words and individually to identify images, words, and sounds.” The songs in the videos contain text so that the students can follow along.

The materials do not provide a variety of fiction and nonfiction texts, and there is no evidence of additional literature that would allow the students to explore the different genres. The materials do not include poems, nursery rhymes, early childhood favorites, or popular current titles. The materials are limited to the digital books and rhythmic story videos. In addition, the materials do not mention the use of purposeful environmental print throughout the classroom.

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5.6 Materials use a variety of approaches to develop students' comprehension of text read aloud.

- Materials include guidance for the teacher to connect texts to children's experiences at home and school.
- Materials include guidance for the teacher on basic text structures and their impact on understanding of text.
- Materials support the teacher in scaffolding questions for students at a variety of language proficiency levels (Spanish only).

5.6 Materials & Score	5.6 Rationale
5.6 English IM Does Not Meet 0/4	The materials do not use a variety of approaches to develop students' comprehension of text read aloud. The materials do not include guidance for the teacher to connect texts to children's experiences at home and school. The materials do not include guidance for the teacher on basic text structures and their impact on understanding of text.
5.6 Spanish IM Does Not Meet 0/4	The materials do not include a variety of approaches to develop students' comprehension of text read aloud. The materials do not include guidance for teachers to connect texts to student's experiences at home and school or guidance on basic text structures and the impact it has on the students' understanding of the text. There is no evidence the materials support the teacher in scaffolding questions for a variety of language proficiency levels.

English Evidence 5.6

Evidence includes but is not limited to:

The materials include digital books, activities, and assessments to develop students' listening and comprehension skills. For example, Lessons 16–18 include digital books that students can watch and listen to on an electronic device. After students watch and listen to the stories, they can complete an activity to draw a picture from the story and complete an online quiz. The materials do not include guidance for the teacher to connect texts to children's experiences at home and school. The materials do not include guidance for the teacher on basic text structures and their impact on understanding text.

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Spanish Evidence 5.6

Evidence includes but is not limited to:

The materials only include digital text and rhythmic story videos with text. Even through these digital resources, the materials do not include guidance for the teacher to connect texts to children's experiences at home and school. In reviewing the lessons and "Teacher Guide," there are no suggestions for classroom experiences that would support children making connections to the digital text or rhythmic story videos. The digital texts are also limited and are found in the "Lenguaje y comunicación" section of "Lecciones" 16–18.

In addition, the materials do not include guidance for the teachers on basic text structures and the impact it has on the students' understanding of the text. The materials do not support the teacher in scaffolding questions to support individual student's language proficiency levels. The students listen to the digital text and rhythmic story videos on their own. There are no follow up activities/discussions to go along with these resources.

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5.7 Materials include appropriate strategies for supporting English Learners (ELs) in their development of emergent reading skills.

- Materials include a variety of strategies for supporting English Learners (ELs) (English only).
- Strategies include use of the child’s knowledge of literacy in their primary language and ensure that knowledge is used to help them transfer to English language and literacy skills (English only).
- Materials provide opportunities for students to make cross-linguistic connections (Spanish only).
- Materials guide the teacher to leverage the student’s knowledge of literacy in each language as an asset (Spanish only).

5.7 Materials & Score	5.7 Rationale
5.7 English IM Does Not Meet 0/4	The materials do not include appropriate strategies for supporting English Learners (ELs) in their development of emergent reading skills. The materials do not include a variety of strategies for supporting ELs. The materials do not include strategies that use the child’s knowledge of literacy in their primary language to ensure that knowledge is used to help them transfer to English language and literacy skills.
5.7 Spanish IM Does Not Meet 0/4	The materials do not include strategies for supporting English Language Learners in their development of emergent reading skills. The materials do not provide opportunities for students to make cross-linguistic connections. The materials do not guide the teacher to leverage the student’s knowledge of literacy in each language as an asset.

English Evidence 5.7

Evidence includes but is not limited to:

The materials include online videos and a content workbook to develop emergent reading skills. For example, Lesson 3 includes a workbook activity for students to identify objects and colors in Spanish and an online video that introduces the colors in English. In Lesson 5, there is an online video and a content workbook lesson on “Occupations.” In this lesson, students separate a four-word sentence into individual words and match pictures to vocabulary words. However, the materials do not include a variety of strategies for supporting ELs. The materials do not include

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strategies using the child's knowledge of literacy in their primary language, and they do not ensure that knowledge is used to help them transfer to English language and literacy skills.

Spanish Evidence 5.7

Evidence includes but is not limited to:

The materials do not provide opportunities for students to make cross-linguistic connections. The lessons are fully Spanish, and there is no evidence to support the materials include strategies for English literacy development. The materials do not engage children in making connections from Spanish to English through the workbook, games, letter tracing activities, digital texts, and rhythmic videos. These resources focus on developing Spanish skills. The materials do not guide the teacher to leverage the student's knowledge of literacy in each language as an asset to support the transfer of literacy skills from Spanish to English.

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6.1 Materials include a variety of experiences through which students can engage with writing.

- Materials include direct (explicit) instruction, as well as opportunities for children to imitate adult writing.
- Materials include opportunities for modeled writing (Spanish only).
- Materials include opportunities for students to generate independent writing.
- Materials include opportunities for group writing on shared experiences.
- Materials include opportunities for illustration/drawing with detail, which transfers to writing.
- Materials include opportunities to write in response to reading and make explicit the connection between reading and writing.

6.1 Materials & Score	6.1 Rationale
6.1 English IM Does Not Meet 0/4	The materials do not include a variety of experiences through which children can engage with writing. The materials do not include direct (explicit) instruction as well as opportunities for children to imitate adult writing. The materials do not include opportunities for children to generate independent writing. The materials do not include opportunities for group writing on shared experiences. The materials do not include opportunities for illustration/drawing with detail, transferring to writing. The materials do not include opportunities to write in response to reading or make explicit the connection between reading and writing.
6.1 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 6.1

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop writing skills.

In Lesson 1, the materials include a printable worksheet activity: Students trace the letters *Aa* and *Ee* and then trace circles around illustrations to develop writing skills. The materials do not include opportunities for children to generate independent writing.

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In Lesson 7, the materials include a printable worksheet activity: Students trace the letters *Qq* and *Rr* and then trace circles around illustrations to develop writing skills. The materials do not include direct (explicit) instruction or opportunities for children to imitate adult writing.

In Lesson 9, the materials include an activity for students to draw the main character in a story to engage with writing. While the materials do provide some opportunities for drawing, they do not include a variety of experiences for children to engage in writing.

In Lesson 12, the materials include a lesson for students to draw and copy the writing done by the class to engage with writing. The materials do not include opportunities to write in response to reading nor make explicit the connection between reading and writing.

In Lesson 16, the materials include an activity for students to look at pictures of a farm trip and then contribute their ideas about the trip in a group writing activity. Students draw a picture of what they remember from the field trip pictures, write a draft, and then share their writing with the class. The materials do not include opportunities to write in response to reading; they do not make explicit the connection between reading and writing.

Spanish Evidence 6.1

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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6.2 Materials instruct students along the developmental stages of writing.

- Materials follow the developmental continuum of how children learn writing.
- Materials provide guidance for teachers on how to nudge students along the continuum for writing development.
- Materials include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.

6.2 Materials & Score	6.2 Rationale
6.2 English IM Does Not Meet 0/4	The materials do not instruct students along the developmental stages of writing. The materials do not follow the developmental continuum of how children learn writing. The materials do not provide guidance for teachers on how to nudge students along the continuum for writing development. The materials do not include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.
6.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 6.2

Evidence includes but is not limited to:

The materials include printable worksheet activities to develop writing skills.

In Lesson 1, the materials include a printable worksheet activity for children to trace the letters *Aa* and *Ee* and then trace circles around illustrations to develop writing skills. The materials do not provide guidance for teachers on how to nudge students along the continuum for writing development.

In Lesson 7, the materials include a printable worksheet activity for students to trace the letters *Qq* and *Rr* and then trace circles around illustrations to develop writing skills. The materials do not include guidance for teachers on how to include appropriate student contributions to writing and the writing process, as specified by the Texas Prekindergarten Guidelines.

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In Lesson 9, the materials include an activity for students to draw the main character in a story to engage with writing. The materials do not follow the developmental continuum of how children learn writing.

Spanish Evidence 6.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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6.3 Materials support fine motor development alongside and through writing.

- Materials provide a variety of opportunities for children to develop their fine motor skills.
- Materials provide differentiation and guidance on how to develop students' fine motor skills towards writing.
- Materials prescribe a variety of tools and surfaces for student writing experiences.

6.3 Materials & Score	6.3 Rationale
6.3 English IM Does Not Meet 0/4	The materials do not support fine motor development alongside and through writing. The materials do not provide a variety of opportunities for children to develop their fine motor skills. The materials do not provide differentiation and guidance on how to develop students' fine motor skills towards writing. The materials do not prescribe a variety of tools and surfaces for student writing experiences.
6.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 6.3

Evidence includes but is not limited to:

The materials include printable worksheet activities to develop writing skills.

In Lesson 1, the materials include a printable worksheet activity for children to trace the letters *Aa* and *Ee* and then trace circles around illustrations to develop writing skills. The materials do not provide differentiation and guidance on how to develop students' fine motor skills towards writing.

In Lesson 7, the materials include a printable worksheet activity for students to trace the letters *Qq* and *Rr* and then trace circles around illustrations to develop writing skills. The materials do not provide a variety of opportunities for children to develop their fine motor skills.

In Lesson 14, the materials include a printable worksheet activity for students to trace letters in a word to support fine motor skill development. The materials do not prescribe a variety of tools and surfaces for student writing experiences.

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Spanish Evidence 6.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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7.1 Materials follow a logical mathematical continuum of concrete, pictorial, then abstract representations.

- Instruction in all mathematical competencies progresses from concrete to pictorial to abstract, with the greatest emphasis on using concrete manipulatives.
- Materials include a variety of types of concrete manipulatives and pictorial representations.
- Materials include activities that build conceptual understanding in: counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.

7.1 Materials & Score	7.1 Rationale
7.1 English IM Does Not Meet 0/4	The materials do not follow a logical mathematical continuum of concrete, pictorial, then abstract representations. The materials do not include instruction in all mathematical competencies progressing from concrete to pictorial to abstract, with the greatest emphasis on using concrete manipulatives. The materials do not include a variety of types of concrete manipulatives and pictorial representations. The materials do not include activities that build conceptual understanding in counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.
7.1 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 7.1

Evidence includes but is not limited to:

The materials include online videos, songs, and printable worksheets to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting from 1 to 10, and two quizzes to assess students' knowledge of counting to 10. While the materials do provide some pictorial representations and mention using concrete manipulatives, specifically

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with three-year-olds, there is no evidence that the materials move along the continuum of concrete, pictorial, then abstract.

In Lesson 5, the materials include a worksheet activity to match a group of objects with the corresponding number, a worksheet activity to draw objects to match the correct quantity displayed, a worksheet activity to trace the name of the corresponding number, and a connect-the-dots activity. The materials do not include instruction in all mathematical competencies that progress from concrete to pictorial to abstract, and they do not place the greatest emphasis on using concrete manipulatives.

In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more.

In Lesson 17, the materials include a video about identifying solid shapes in a supermarket; students are presented with visuals of familiar objects and must find the solid shapes. While the materials do include some activities to build understanding in geometry and measurement, they do not include a variety of activities that build conceptual understanding in counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills, as indicated by the Texas Prekindergarten Guidelines.

Spanish Evidence 7.1

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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7.2 Materials promote instruction that builds on students' informal knowledge about mathematics.

- Materials prompt teachers to inquire about students' developmental status and mathematical knowledge.
- Materials include cross-curricular opportunities to authentically integrate mathematics throughout the day.
- Materials support the use of the classroom environment and materials as vehicles to explore math concepts and skills.

7.2 Materials & Score	7.2 Rationale
7.2 English IM Does Not Meet 0/4	The materials do not promote instruction that builds on students' informal knowledge about mathematics. The materials do not prompt teachers to inquire about students' developmental status and mathematical knowledge. The materials do not include cross-curricular opportunities to authentically integrate mathematics throughout the day. The materials do not support the use of the classroom environment and materials as vehicles to explore math concepts and skills.
7.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 7.2

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students' knowledge of counting to 10. The materials do not support the use of the classroom environment or materials as vehicles to explore math concepts and skills.

In Lessons 1, 4, and 5, the materials include science content activities and videos that provide some integration of mathematics skills. In Lesson 1, the materials include a science video that uses visuals and audio for students to recognize colors, shapes, and sizes of familiar objects. In Lesson 4, the materials include a science worksheet activity for students to measure the length,

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weight, or capacity of objects. In Lesson 5, the materials include a worksheet activity for students to predict, by counting, how many objects will fit in a container. While the materials do provide some cross-curricular opportunities to integrate mathematics, there is no evidence throughout the materials of these opportunities for cross-curricular integration.

In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more. The materials do not prompt teachers to inquire about students' developmental status or mathematical knowledge.

Spanish Evidence 7.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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7.3 Materials intentionally develop young children’s ability to problem solve.

- Materials develop children’s capacity to ask thoughtful questions.
- Materials develop children’s capacity to recognize problems in their environment.
- Materials develop children’s capacity to use mathematical reasoning with familiar materials in the classroom and world outside the classroom.

7.3 Materials & Score	7.3 Rationale
7.3 English IM Does Not Meet 0/4	The materials do not intentionally develop young children’s ability to problem-solve. The materials do not develop children’s capacity to ask thoughtful questions. The materials do not develop children’s capacity to recognize problems in their environment. The materials do not develop children’s capacity to use mathematical reasoning with familiar materials in the classroom and the world outside the classroom.
7.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 7.3

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students’ knowledge of counting to 10. The materials do not develop children’s capacity to ask thoughtful questions.

In Lesson 5, the materials include a worksheet activity for students to match a group of objects with the corresponding number, a worksheet activity for students to draw objects to match the correct quantity displayed, a worksheet activity to trace the name of the corresponding number, and a connect-the-dots activity. The materials do not develop children’s capacity to recognize problems in their environment.

In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more. The materials do not develop children’s

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capacity to use mathematical reasoning with familiar materials in the classroom and the world outside the classroom.

Spanish Evidence 7.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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7.4 Materials build students' number sense.

- Materials provide guidance for teachers on building conceptual understanding in math.
- Materials provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines. These activities include: subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.

7.4 Materials & Score	7.4 Rationale
7.4 English IM Does Not Meet 0/4	The materials do not include opportunities to build students' number sense. The materials do not provide guidance for teachers on building students' conceptual understanding in math. The materials do not provide opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten Guidelines, including subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.
7.4 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 7.4

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills.

In Lesson 1, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students' knowledge of counting to 10. The materials do not provide guidance for teachers on building conceptual understanding in math.

In Lesson 5, the materials include a worksheet activity for students to match a group of objects with the corresponding number, a worksheet activity for students to draw objects to match the correct quantity displayed, a worksheet activity to trace the name of the corresponding number, and a connect-the-dots activity. While the materials do provide some activities to build number sense, the materials do not provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense, as outlined in the Texas Prekindergarten

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Guidelines, including activities for subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number.

Spanish Evidence 7.4

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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7.5 Materials develop students' academic math vocabulary.

- Materials include repeated opportunities to hear math vocabulary.
- Materials include repeated opportunities to practice using math vocabulary.
- Materials include guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary.

7.5 Materials & Score	7.5 Rationale
7.5 English IM Partially Meets 2/4	The materials provide some development of students' academic math vocabulary. The materials include repeated opportunities to hear math vocabulary. The materials do not include repeated opportunities to practice using math vocabulary. The materials do not include guidance for teachers on how to scaffold and support students' development and use of academic math vocabulary.
7.5 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 7.5

Evidence includes but is not limited to:

The materials include online videos, songs, quizzes, and printable worksheet activities to develop mathematical skills. The materials provide ample opportunity to hear math vocabulary but lack the authentic ability to use the vocabulary and are, at times, not developmentally appropriate. For example, some lessons focus on addition by asking the child to solve addition with two single-digit numbers. Other lessons involve time vocabulary.

In Lesson 1 and 3, the materials include a song about counting from 1 to 10 using visuals to represent objects being counted, a video with visuals of unifix cubes for practicing counting to 10, and two quizzes to assess students' knowledge of counting to 10. The materials do not include guidance for teachers on how to scaffold or support students' development and use of academic math vocabulary.

In Lesson 4, the materials include a science worksheet activity for students to measure the length, weight, or capacity of objects. This activity includes an opportunity for students to measure their peers and compare, using mathematical vocabulary such as *taller than*, *longer than*, and *shorter than*. While the materials do provide some opportunities for students to

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practice using math vocabulary, there are not repeated opportunities for practicing math vocabulary.

In Lesson 14, the materials include songs, videos, and activities about time. In Lesson 15, the materials include a video about comparing the weight of different objects; students must choose the object that weighs more.

In Lesson 17, the materials include a video about identifying solid shapes in a supermarket; students are presented with visuals of familiar objects and must find the solid shapes.

Spanish Evidence 7.5

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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8.1 Materials build science knowledge through inquiry-based instruction and exploration of the natural world.

- Materials develop children’s observation and questioning of their environment.
- Materials develop children’s ability to communicate ideas.
- Materials include exploration with scientific tools.
- Materials provide opportunities for students to explore physical science, life science, and earth and space science through hands-on experiences.

8.1 Materials & Score	8.1 Rationale
8.1 English IM Partially Meets 2/4	The materials build some science knowledge through inquiry-based instruction and exploration of the natural world. The materials provide some opportunities to develop children’s observation and questioning of their environment. The materials provide some opportunities to develop children’s ability to communicate ideas. The materials include some exploration with scientific tools. The materials provide some opportunities for students to explore physical science, life science, and earth and space science through hands-on experiences.
8.1 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 8.1

Evidence includes but is not limited to:

In Lesson 1, the materials include an online video that describes different objects’ color, shape, and size. Then, students have the opportunity to explore the property of matter in objects with hands-on activities. Students explore objects in a mystery bag using their sense of touch and then describe and classify the items in the mystery bag.

The materials provide some opportunities for children to explore physical science, life science, and earth and space science through hands-on experiences.

In Lessons 4 and 5, the materials include activities for children to develop science knowledge using scientific tools. The materials include an activity for children to measure the length, weight, or capacity of objects using ribbon, paper, a ruler, and cubes. In another activity, students measure how many cups a plastic container can hold.

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In Lesson 8, the materials include guidance for children to observe and discuss animals and their habitats.

In Lesson 10, the materials include an activity for students to build landforms using wet sand. Students mix sand and water and then build model landforms. The materials thus provide some opportunities for students to observe and question their environment.

In Lesson 14, the materials include an online video about planets to build science knowledge. The video introduces the eight planets and the sun.

In Lesson 16, the materials include a printable workbook activity for students to investigate and describe earth materials and their uses. The materials provide some opportunities to develop children's ability to communicate ideas.

Spanish Evidence 8.1

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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8.2 Materials build social studies knowledge through study of culture and community.

- Materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state and country.
- Materials provide opportunities for students to explore commonalities and differences in individuals.
- Materials provide opportunities for students to learn about routines and events, both past, present, and future.
- Materials provide opportunities for students to explore the roles of consumers in their community.

8.2 Materials & Score	8.2 Rationale
8.2 English IM Does Not Meet 0/4	The materials do not build social studies knowledge through the study of culture and community. The materials do follow a logical sequence of social studies, beginning with self and moving to family, community, city, state, and country. The materials do not provide opportunities for students to explore commonalities and differences in individuals. The materials do not provide opportunities for students to learn about routines and events, both past, present, and future. The materials do not provide opportunities for students to explore the roles of consumers in their community.
8.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 8.2

Evidence includes but is not limited to:

The materials include online videos, games, evaluations, and printable worksheet activities for developing social studies knowledge. The Teacher's Guide states that the materials are structured in a way that the topics start with self and move toward family, community, and the natural environment around them. Unit one is all about self-knowledge moving into learning about families and community in Unit 2. Units 3 and 4 discuss animals and plants in the natural environment. Then Units 5 and 6 talk about space, sky, and protecting the planet. While the materials do follow a continuum, the continuum lacks city, state, and country.

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In Lesson 3, materials include an art project for students to practice coloring and drawing the USA and Texas flags; students also recite the USA and Texas pledges.

In Lesson 4, the materials include an online video, a matching game, evaluations, and printable worksheet activities about families to develop social studies knowledge. The online video uses visuals and audio to show and describe different family members attending a family gathering. The matching game, worksheets, and evaluations provide family vocabulary practice for students. The materials do not provide opportunities for students to explore commonalities and differences in individuals.

In Lesson 14, the materials include a song and video about time, describing the changes that happen to a person (i.e., showing the transition from being a baby to being like grandpa). The materials do not provide a variety of opportunities for students to learn about routines and events, both past, present, and future.

In Lesson 17, the materials include online videos, games, evaluations, and printable worksheets about a supermarket to develop social studies knowledge. The online video uses vocabulary words to provide an overview of items that can be purchased at a supermarket. The memory game and worksheets include supermarket vocabulary practice; students match pictures to the corresponding word. The materials do not provide opportunities for students to explore the roles of consumers in their community.

Spanish Evidence 8.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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8.3 Materials expose children to fine arts through exploration.

- Materials include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement).
- Materials emphasize the students' engagement in the process of creating rather than the product that is created.

8.3 Materials & Score	8.3 Rationale
8.3 English IM Does Not Meet 0/4	The materials do not expose children to fine arts through exploration. The materials do not include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement). The materials do not emphasize the students' engagement in the process of creating rather than the product is created.
8.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 8.3

Evidence includes but is not limited to:

The materials include online songs, activities, and printable worksheets to expose children to fine arts. The online songs give students the opportunity to engage in rhythm and movement daily, and art projects are suggested for each lesson. However, these art projects focus more on fine motor skills rather than the creative process.

In Lessons 1 and 4, the materials include printable worksheet activities for students to color, cut, and glue pictures to develop fine arts skills. The materials do not emphasize the students' engagement in the process of creating rather than the product that is created.

In Lessons 8 and 12, the materials include printable worksheet activities for developing art and fine motor skills. In both lessons, students cut, color, and glue printed materials to create animal masks and puppets. The materials do not include a variety of daily experiences through multiple mediums (dance, music, dramatic play, painting, sculpture, drawing, and other movement).

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Spanish Evidence 8.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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8.4 Materials include technology applications.

- Materials provide opportunities to link technology into the classroom experience.
- Materials provide students the opportunity to explore and use various digital tools.
- Technology supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

8.4 Materials & Score	8.4 Rationale
8.4 English IM Partially Meets 2/4	The materials include some technology applications. The materials provide some opportunities to link technology into the classroom experience. The materials provide students some opportunities to explore and use various digital tools. The materials include some technology that supports and enhances student learning as appropriate, as opposed to distracting from it; however, materials do not include appropriate teacher guidance.
8.4 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 8.4

Evidence includes but is not limited to:

The materials provide an online curriculum, which contains videos, games, and a printable workbook for student engagement. The materials provide vocabulary cards for the words; computer, mobile phone with apps, iPad or tablet, projector, and printer. Additionally, there are suggestions for creating vocabulary cards and/or shapes in PowerPoint or taking a picture using a mobile phone. While there are some opportunities for students to learn about different types of technology or explore those technologies, they are not age-appropriate or hands-on.

The materials provide some opportunities to link technology into the classroom experience. In Lesson 1, students complete a guided reading activity, a memory and matching game, and an assessment. In Lesson 5, the materials include a digital read-aloud that provides students the opportunity to listen to and replay the story.

In Lesson 6, students have the opportunity to develop vocabulary skills using a digital read-aloud, a memory and matching game, and an online video.

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In Lessons 10, 12, and 13, the materials include online videos, games, and printable workbook activities that use technology to support and enhance student learning. The online videos and games allow students to easily navigate, learn, and repeat as needed. The technology supports and enhances student learning as appropriate, as opposed to distracting from it; however, the materials do not include appropriate teacher guidance.

Spanish Evidence 8.4

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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9.1 Materials include developmentally appropriate diagnostic tools (e.g. formative and summative progress monitoring) and guidance for teachers and students to monitor progress.

- Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).
- Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.
- Materials include tools for students to track their own progress and growth.
- Materials include diagnostic tools to measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.

9.1 Materials & Score	9.1 Rationale
9.1 English IM Does Not Meet 0/2	The materials do not include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers, students, and students to monitor progress. The materials do not include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal). The materials do not provide guidance to ensure consistent and accurate administration of diagnostic tools. The materials do not include tools for students to track their own progress and growth. The materials do not include diagnostic tools to measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.
9.1 Spanish IM Partially Meets 1/2	The materials include some evidence of diagnostic tools and guidance for teachers, students, and administrators to monitor progress. The materials include a limited variety of diagnostic tools and are not all developmentally appropriate. The materials provide limited guidance to ensure consistent and accurate administration of the diagnostic tools. The instructional materials include some tools for students to track their own progress and growth but do not include diagnostic tools to measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.

English Evidence 9.1

Evidence includes but is not limited to:

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The materials include an online curriculum with a grade book for the teacher to evaluate students' progress. Each lesson includes two formal evaluations to assess students' knowledge of the content presented throughout the lessons. Students use an online platform to access the evaluations. The materials do not include a variety of diagnostic tools that are developmentally appropriate.

The materials include an online grade book, which documents students' participation and scores from evaluations. For example, in Lesson 5, students take two formal evaluations; these include a score at the end of the assessment and are uploaded into the grade book for the teacher to review. While the materials do include a grade book and student score, there are no developmentally appropriate tools for students to track their own progress and growth.

The materials include a "Teacher Resource" account with a "Scope and Sequence" that includes all guideline domains. Each lesson includes two formal evaluations to assess students' knowledge of the content presented throughout the lessons. For example, in Lesson 10, students match pictures to the correct vocabulary words. The materials do not include diagnostic tools to measure all content and process skills for Pre-K, as outlined in the Texas Prekindergarten Guidelines.

The Teacher's Resource account includes training and implementation and technology resources. These resources provide teachers with a "Teacher's Guide," schedule, scope and sequence, intervention and differentiation strategies, teacher training, a guide for using learning apps, and a system navigation guide. While the materials do provide some guidance for accurate administration of diagnostic tools, the guidance is not consistent throughout the materials.

Spanish Evidence 9.1

Evidence includes but is not limited to:

The instructional materials include a limited variety of diagnostic tools that are developmentally appropriate for prekindergarten. The materials include 18 "Lessons," and each lesson contains three main assessments. The assessments are accessible online. Each lesson contains one vocabulary pre-test and two vocabulary assessments. The vocabulary pretest and two vocabulary assessments are located in the language and communication section of the lessons. There is very limited teacher guidance for supporting the assessments. For example, the materials recommend the assessments should be used after the concept taught has been explained and practiced thoroughly. The teacher guide also states, "The pre-assessments and assessments can be used by the teacher to identify students' strengths and weaknesses. It can also serve as a self-assessment for students." In the vocabulary pre-test and post-test 1, a student will listen to a word and click on the picture that matches the audio. However, in the

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vocabulary post-test 2, the student listens to the audio and selects the corresponding written word. The student receives a score based on the percentage of correct answers that they selected in the assessments. Lessons 1–18 also include a math quiz with 5–10 multiple choice questions to “help evaluate the abstract thinking to solve math problems.” Although these tools provide a method to progress monitor vocabulary and math skills, the materials do not include diagnostic tools that measure all content and process skills for prekindergarten, as outlined in the Texas Prekindergarten Guidelines.

The materials provide limited guidance on how to support consistent and accurate administration of diagnostic tools. For example, the teacher guide states, “The quizzes can be used periodically to evaluate the progress over time (example at the beginning of the year every six weeks monthly or weekly as a teacher prefers are as indicated by your Administration).” However, the materials do not provide more detailed information for this tool and the vocabulary pre-test and post-tests.

The instructional materials include some evidence of how students can track their own progress and growth. For example, the teacher guide states, “Evaluations can serve as a self-assessment for the students. Advanced four-year-old students can use the evaluations to self-assess themselves and to identify areas they need more work on.” Though the materials include tools for students to monitor their own growth, all the tools are not developmentally appropriate for typically developing four-year-olds.

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9.2 Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.

- Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level.
- Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.
- Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.
- Materials provide guidance for administrators to support teachers in analyzing and responding to data (Spanish only).

9.2 Materials & Score	9.2 Rationale
9.2 English IM Does Not Meet 0/2	The materials do not include guidance for teachers and administrators to analyze and respond to data from diagnostic tools. The materials do not support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level. The diagnostic tools do not yield meaningful information for teachers to use when planning instruction and differentiation. The materials do not provide a variety of resources or teacher guidance on how to leverage different activities to respond to student data. The materials do not provide guidance for administrators to support teachers in analyzing and responding to data.
9.2 Spanish IM Does Not Meet 0/2	The materials do not include guidance for teachers and administrators to analyze and respond to data from diagnostic tools. The instructional materials do not support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level. The diagnostic tools are limited and do not yield meaningful information for teachers to use when planning instruction and differentiation. The materials do not provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data. There is no evidence to support that the materials provide guidance for administrators to support teachers in analyzing and responding to data.

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English Evidence 9.2

Evidence includes but is not limited to:

The materials include a “Pre-K Intervention and Differentiation Strategies” guide under the “Implementation Resources” link. This guide includes teacher guidance on how to use activities to support Tier 1, Tier 2, and Tier 3 students. The Implementation Resources link includes suggestions for teachers on how to use the workbook, activities, poems, phonics, fine motor skills, games, and songs to support each of the three tiers of students. While the materials do provide teacher guidance on how to leverage different activities to respond to student data, the materials do not include a variety of resources.

The materials include a “Mastery” section for teachers to access a list of their students and the Texas benchmark competencies. Each competency is labeled with a colored bar to assist the teacher in determining a student’s mastery of the activity associated with the benchmark. While the materials do include diagnostic tools for teachers to use when planning instruction and differentiation, the materials do not include meaningful information for teachers throughout the curriculum. While the Mastery section allows teachers to view students’ progress, and while the materials do include diagnostic tools, the materials do not support teachers with guidance and direction to respond to individual students’ needs in all domains.

The materials do not provide guidance for administrators to support teachers in analyzing and responding to data.

Spanish Evidence 9.2

Evidence includes but is not limited to:

The materials do not provide detailed recommendations or guidance to support teachers with adjusting their instruction to meet individual child needs based on data collected from developmentally appropriate assessments. For example, the teacher guide states, “Evaluations should be used after the concept taught has been explained and practiced thoroughly. Advanced four-year-old students can use the evaluations to self-assess themselves and to identify areas they need to work on. Four-year-old students can benefit from evaluations so that the teacher and student can assess where they need more work. Three-year-old students can benefit from the evaluations presenting the teacher with a clear understanding of the areas where each student needs more support, re-teach or reinforcement of concept.” However, the guidance is limited and does not support how a teacher can strategically use data to plan and adjust instruction. The materials do provide some recommendations for the teachers in adjusting instruction in the context of a lesson. For example, the workbook in the lesson “Profesiones” states, “Observar si el niño responde correctamente a las instrucciones orales.” In

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another lesson, “Vegetales,” the materials guide the teacher to evaluate “si el niño es capaz de identificar los sonidos iniciales de las palabras.” However, this is the extent of the recommendations found.

The vocabulary assessments and math quizzes in the materials do not yield meaningful information for teachers to use when planning instruction and differentiation. The results of the vocabulary assessments and math quizzes are limited to percentages of questions responded correctly. The percentages do not support understanding of the child's developmental levels because the result is only one percentage rating. For example, in “Lesson 1,” once the evaluation is complete, the program identifies the student’s percentage of correct answers but does not support specific instructional adjustments.

The materials do not provide a variety of resources or teacher guidance on how to leverage different activities to respond to student data. The results of the vocabulary assessment and math quizzes do not support the teacher in identifying activities in the materials that need modification or that they can use to target areas of need because the scores are limited to a percentage and do not identify specific skills. In addition, the materials do not provide any guidance for administrators to support teachers in analyzing and responding to student data. In reviewing the lessons, the teacher guide, and a section labeled administrator in the online platform, no evidence was found. This section for administrators only allows the user to access grades.

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9.3 Materials include frequent, embedded opportunities for monitoring progress.

- Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.
- Frequency of progress monitoring is appropriate for the age and content skill.

9.3 Materials & Score	9.3 Rationale
9.3 English IM Does Not Meet 0/2	The materials do not include frequent, integrated opportunities. The materials do not include routine and systematic progress monitoring opportunities that accurately measure and track student progress. The frequency of progress monitoring is not appropriate for the age or content skill.
9.3 Spanish IM Does Not Meet 0/2	The materials do not include frequent, embedded opportunities for progress monitoring. The materials include some opportunities to measure and track student progress, but there are not routine or systematic opportunities to measure all content skills outlined in the prekindergarten guidelines. The materials do not provide examples of teacher guidance to describe the frequency of progress monitoring that is appropriate for the age and content skill.

English Evidence 9.3

Evidence includes but is not limited to:

The materials include an online curriculum with evaluations after each lesson for progress monitoring. For example, Lesson 2 includes two formal evaluations to assess students' vocabulary knowledge of geometric figures. Students listen to the vocabulary word and select the correct corresponding picture. The materials do not include frequent progress monitoring that is appropriate for the age or content skill.

In Lesson 5, the materials include two formal evaluations to assess students' vocabulary knowledge for the unit. Students match vocabulary words to the corresponding picture using an online platform. The materials do not include routine and systematic progress monitoring opportunities that accurately measure and track student progress.

Spanish Evidence 9.3

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Evidence includes but is not limited to:

The materials include some progress monitoring opportunities to measure and track student progress through online vocabulary and math assessments. The online vocabulary assessments for each of the 18 “Lessons” include a vocabulary pre-test and two vocabulary post-tests. These types of assessments are only located in the “Lenguaje y Comunicación” sections of the Lessons. Although these types of assessments are provided, these assessments only measure the vocabulary associated with each lesson, and the words are limited to tier 1 words.

The materials also include math quizzes with visual support located in the math section of the lessons. The teacher guide says, “Quiz: Contains 5 to 10 questions with multiple choice. (Single or multiple answers) or drag and drop answers.” The students select the best answer choice when completing the assessments and receive a percentage score. The teacher guide recommends the assessments should be used after the concept taught has been explained and practiced thoroughly. The teacher guide also says, “The math quizzes can be used as a formative assessment administered by the teacher or as a self-assessment. Students can take the assessments on their own in a computer lab or during a learning center.” Even though these progress checks are provided in the materials, it is not clear how teachers use this information to accurately measure and track progress.

The materials do not include multiple forms of assessments to track and monitor student progress. The students take the assessments provided online, and the results may not always be reliable due to the fact that the students take it on their own. Again, the materials assess math and vocabulary development; however, the format for assessment is not always developmentally appropriate. The frequency of progress monitoring is not appropriate for the age and content skill as students only access assessments through an online platform. The materials do not include explicit guidance for teachers to administer a variety of assessments in order to track student knowledge in each content area. In reviewing the lessons and teacher guide, there are also no suggestions for tracking progress over time to support appropriate assessment practices.

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10.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

- Materials provide recommended targeted instruction and activities for students who struggle to master content.
- Materials provide recommended targeted instruction and activities for students who have mastered content.
- Materials provide additional enrichment activities for all levels of learners.

10.1 Materials & Score	10.1 Rationale
10.1 English IM Does Not Meet 0/2	The materials reviewed do not include consistent guidance, scaffolds, supports, or extensions throughout the lessons to maximize students' learning potential. The materials do not include recommended targeted instruction or activities for students who struggle to master the content or for students who have mastered the content. They do not provide additional enrichment activities that include all levels of learners.
10.1 Spanish IM Does Not Meet 0/2	The instructional materials do not provide guidance, scaffolds, support, and extensions that maximize student learning potential. There is no evidence of recommended targeted instruction and activities for students who have not yet mastered the content. The materials do not offer enriching activities to support all levels of learners. There is no guidance or support for teachers to meet the needs of all levels of learners in the classroom.

English Evidence 10.1

Evidence includes but is not limited to:

The materials include videos, games, and activities with visual supports. For example, lessons include guided reading videos with highlighted vocabulary words, vocabulary words with picture support, memory games to teach critical thinking skills, and matching games to teach language skills using pictures. The materials do not provide additional enrichment activities for all levels of learners.

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The materials include games and activities with visual supports. For example, Lesson 3 includes an online memory game to teach critical thinking skills with pictures for students to view on a computer. The materials do not provide recommended targeted instruction and activities for students who are struggling to master content.

The materials include guided reading videos with highlighted vocabulary words and pictures to support student learning of new vocabulary words. As an extension, in later lessons, materials include activities such as a matching game and a worksheet to practice the new vocabulary. The materials do not provide recommended targeted instruction and activities for students who have mastered the content.

Spanish Evidence 10.1

Evidence includes but is not limited to:

The instructional materials do not provide recommended targeted instruction and activities for students who have not yet mastered the content. In the “Guia para el maestro” under the “Differentiation Strategies Guide,” the materials provide some guidance for the teacher to “differentiate instruction by age, level of development, and student populations;” however, the guidance applies to all the lessons and does not support targeted instruction and activities for students who have not yet mastered the content.

There is no evidence of differentiation to meet the needs of students of different academic levels in the materials. However, the materials provide some opportunities for non-verbal children of different abilities to express themselves. For example, “Lesson 1” (“Habilidades de arte y motricidad fina”) has icons of a thumbs up with the word “si” as well as the thumb down with the word “no.” The materials suggest that the student can use the visuals or hand gestures to express themselves if they are non-verbal. The student can express something they like with the thumbs up, something they don’t like using the thumbs down icon, and their feelings using either the thumbs up or down. Although the materials provide some evidence for children of different abilities to express themselves, they do not provide enough supports to maximize student learning potential.

The materials do not provide targeted instruction and activities for students who have mastered the content. The teacher guide provides general suggestions on how to use the “Cuaderno de trabajo” for different age groups, but it is not targeted towards students who have mastered the content. In addition, the materials do not include teacher guidance for ways to enrich and extend content to support students who have mastered the content.

The sections in each of the 18 lessons provide different activities to support the learning; however, it is not evident that any of these activities include targeted enrichment activities or

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are meant to extend the learning. Overall, there was not enough evidence to support targeted instruction and activities to maximize students' learning potential.

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10.2 Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.

- Materials include a variety of instructional approaches to engage students in mastery of the content.
- Materials support developmentally appropriate instructional strategies.
- Materials support flexible grouping (e.g., whole, small, individual).
- Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

10.2 Materials & Score	10.2 Rationale
10.2 English IM Does Not Meet 0/2	The materials reviewed do not show a variety of instructional approaches for engaging students to master the content. The materials do not provide opportunities and recommendations for flexible grouping. The materials do not include guidance on multiple types of practice to achieve effective implementation. The materials do not show a consistent variety of instructional approaches for engaging students to master the content.
10.2 Spanish IM Does Not Meet 0/2	The materials provide a limited variety of instructional methods that appeal to a variety of learning interests and needs. There is some evidence the materials include instructional approaches to engage students in the mastery of content. The materials support some developmentally appropriate multimodal instructional strategies and general guidance to support flexible grouping but do not support multiple types of practices and do not provide guidance and structures to achieve effective implementation.

English Evidence 10.2

Evidence includes but is not limited to:

In Lesson 4, students make objects to develop science knowledge of movement. The lesson does not provide guidance on flexible grouping options or suggestions and does not include guidance on the types of practices to use for achieving effective implementation.

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Lesson 7 includes a video about being healthy, a memory game, and two evaluations. These activities guide students in learning about being healthy, though the video does not provide hands-on opportunities for students to experience healthy living. The memory game is a playful way to practice healthy habits, as children play on the computer. While the materials provide a variety of activities for students to practice, these activities do not support developmentally appropriate instructional strategies.

In Lesson 8, there are 30 activities; only five of the activities are hands-on (two of the five are workbooks). These activities do not show a consistent variety of instructional approaches for engaging students to master the content. The activities do not support flexible grouping or multiple types of practice; they do not provide guidance for teachers to achieve effective implementation.

In Lesson 10, students create model sand forms; they mix sand and then investigate and discuss the relationship between plants and animals. This lesson incorporates a variety of different instructional approaches, but it does not provide for flexible grouping or multiple types of practices. These science-and-art lessons do include hands-on activity options that encourage student participation.

Spanish Evidence 10.2

Evidence includes but is not limited to:

The instructional materials include some developmentally appropriate multimodal instructional strategies to engage students. The materials primarily focus on auditory and visual learners and provide some support for tactile and kinesthetic learners. For example, the water cycle activities in “Lesson 3” guides the teacher to set up a science experiment about changes in matter when heated or cooled. The activity card states, “Coloca agua caliente en un bote de plástico transparente. Coloca un plato con hielo para tapar el bote de plástico. Observa y describe lo que sucede.” This activity promotes using concrete, hands-on materials to support the learning.

The materials incorporate a variety of instructional approaches to engage students in the mastery of the content. For example, the workbook for “Lesson 4” encourages student participation and provides an opportunity for students to engage in learning to segment syllables through movement. The activity page states, “Pedir al niño palmear las manos al decir cada sílaba que compone la palabra.” In “Lesson 5,” the “Herramientas para medir otras propiedades,” provides a hands-on approach and demonstration for children to interact with materials in meaningful ways. The teacher leads the students to identify which of two containers hold more water. This demonstration provides the opportunity for students to see the experiment in action; however, it is not clear whether the students join in to try out the experiment for themselves. In the rhythm and movement section in “Lesson 6,” the teacher

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uses dance and movement to engage students. The lesson says, “Cantar y hacer una ronda con movimientos de agacharse, crecer y levantarse, girar, cerrar el círculo al centro, abrir el círculo, seguir girando con el ritmo de la canción.” This lesson incorporates kinesthetic, auditory, and visual strategies to support physical development. Furthermore, in the sand sculpture activity in “Lesson 10”, the materials prompt the teacher to allow students to use the sand and water table to create different landforms such as “montañas, sierras, mesetas, valles, cuevas.” These activities provide an opportunity for learning through hands-on experiences and support developmentally appropriate instructional strategies. Although the materials offer some multimodal instructional strategies and instructional approaches to support the learning, these approaches are not consistent in every section of each lesson.

There is general evidence to support flexible grouping. The Teacher’s Guide provides a sample schedule that specifies whole group, small group, and center activities using the activities from Lesson 1. However, the materials do not include additional instructions, suggestions, or teacher guidance to identify how to possibly organize the activities in the rest of the lessons for large or small group instruction and centers each day. The teacher guide offers some suggestions for using the workbook to support individual or small group instruction; however, the support is limited. The student workbook contains worksheets students can complete individually or in a small group setting. There is no evidence that the instructional materials support multiple types of practices and provide guidance and structures to achieve effective implementation. The instructional materials do not follow a gradual release model that allows the students opportunities to practice new skills in a variety of ways. The materials do not provide opportunities for students to work collaboratively or to practice skills in well-developed learning centers.

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10.3 Materials include supports for English Learners (EL) to meet grade-level learning expectations.

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.
- Materials provide scaffolds for English Learners (English only).
- Materials encourage strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development) (English only).
- Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development (Spanish only).

10.3 Materials & Score	10.3 Rationale
10.3 English IM Does Not Meet 0/2	The materials do not include supports for English Learners (ELs) to meet grade-level learning expectations. The materials do not include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency. The materials do not provide scaffolds for ELs. The materials do not encourage the strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).
10.3 Spanish IM Does Not Meet 0/2	The materials do not include supports for English Learners to meet grade-level learning expectations. The materials do not provide accommodations for English Language learners with various levels of English language proficiency. The materials do not encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

English Evidence 10.3

Evidence includes but is not limited to:

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The materials include a content workbook, online videos, and activities to develop students' language and communication skills.

In Lesson 3, the materials include a workbook activity for students to identify objects and colors in Spanish as well as an online video that introduces the colors in English. After watching the online video, students create a "textured rainbow." The teacher is directed to ask the student, "Name each color of the rainbow." The materials do not provide scaffolds for ELs.

In Lesson 7, students complete an online math assessment in addition. The assessment is in Spanish and directs students to add up to five objects. The materials do not encourage the strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).

Lesson 10 includes an online video, matching and memory games, and a workbook activity to develop prekindergarten science content knowledge. The online video uses visuals and audio to introduce the Earth's surface. After this, students play an online matching and memory game to develop the vocabulary introduced in the video. The materials do not include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.

Spanish Evidence 10.3

Evidence includes but is not limited to:

The materials do not include linguistic accommodations for English learners with various levels of English language proficiency. The materials are Spanish, and there is no guidance or support for English instruction. Lessons 1–18 in the materials support Spanish language acquisition through the use of songs, videos, movement, and visuals. However, there is no evidence that the materials provide accommodations for English learners with various levels of English proficiency. The materials do not encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language.

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11.1 Materials include year-long plans with practice and review opportunities that support instruction.

- Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.
- Materials provides review and practice of mathematical knowledge and skills throughout the span of the curriculum.

11.1 Materials & Score	11.1 Rationale
11.1 English IM Does Not Meet 0/2	The materials do not include year-long plans with practice and review opportunities that support instruction. The materials do not include a cohesive, year-long plan to build students' concept development. Materials do not consider how to vertically align instruction that builds year to year. The materials do not provide review and practice of knowledge and skills in all domains throughout the span of the curriculum.
11.1 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 11.1

Evidence includes but is not limited to:

The materials include an online curriculum with lessons that provide instruction through the use of songs, games, evaluations, and a printable workbook with activities. The materials do not include a cohesive, year-long plan to build students' concept development and do not consider how to vertically align instruction that builds year to year.

In Lessons 1, 4, and 5, the materials include science- and math-themed activities, using videos and songs to develop students' content knowledge. The materials do not provide review and practice of knowledge and skills in all domains throughout the span of the curriculum.

Spanish Evidence 11.1

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The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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11.2 Materials include implementation support for teachers and administrators.

- Materials are accompanied by a Texas Prekindergarten Guidelines-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include supports to help teachers implement the materials as intended.
- Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of prekindergarten instruction, including realistic pacing guidance and routines.

11.2 Materials & Score	11.2 Rationale
11.2 English IM Partially Meets 1/2	The materials include some implementation support for teachers and administrators. The materials are accompanied by scope and sequence aligned to the Texas Prekindergarten Guidelines, outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels. The materials include some supports to help teachers implement the materials as intended. The materials do not include resources or guidance to help administrators support teachers in implementing the materials as intended. The materials include a school year's worth of prekindergarten instruction; however, they do not include realistic pacing guidance and routines.
11.2 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 11.2

Evidence includes but is not limited to:

The materials include a “Teacher Resource” tab that provides a scope and sequence aligned with the Texas Prekindergarten Guidelines. The scope and sequence include the order in which the essential knowledge and skills are taught, presented, and revisited. However, the scope and sequence do not include teacher guidance or support to understand the progression across the

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early childhood continuum, and it does not define how knowledge and skills build and connect across grade levels.

The materials include a quick start video, system navigation guide, list of topics, vocabulary, and system teacher training to support and help teachers implement the materials as intended. These can be found in the Teacher Resource tab.

The materials do not include resources and guidance to help administrators support teachers in implementing the materials as intended.

The materials include 18 themed lessons throughout the online curriculum to provide a school year's worth of Pre-K instruction. However, the materials do not include a pacing guide or routines for instruction.

Spanish Evidence 11.2

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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11.3 Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.

- Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.
- Materials are designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

11.3 Materials & Score	11.3 Rationale
11.3 English IM Partially Meets 1/2	The materials provide some implementation guidance to meet variability in programmatic design and scheduling considerations. The materials provide some guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression. The materials are somewhat designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.
11.3 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 11.3

Evidence includes but is not limited to:

In the “Teacher Resource” section of the curriculum, the materials include some recommendations for introducing and teaching skills and content in a progression that follows the learning continuum.

In this section, the materials include a daily schedule that can be used for half- or full-day prekindergarten programs. The “Scope and Sequence” document contains a schedule with lessons and activities for each component of the daily schedule. The materials are somewhat designed in a way that allows LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

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Spanish Evidence 11.3

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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11.4 Materials provide guidance on fostering connections between home and school.

- Materials support development of strong relationships between teachers and families.
- Materials specify activities for use at home to support students' learning and development.

11.4 Materials & Score	11.4 Rationale
11.4 English IM Does Not Meet 0/2	The materials do not provide guidance on fostering connections between home and school. The materials do not support the development of strong relationships between teachers and families. The materials do not specify activities for use at home to support students' learning and development.
11.4 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 11.4

Evidence includes but is not limited to:

The materials include an online curriculum with videos, songs, games, evaluations, and a printable workbook with activities. Across the materials, the printable worksheets include an embedded house icon; however, there is no guidance or instruction for how to use these materials. The materials do not specify activities for use at home to support students' learning and development.

The materials do not support the development of strong relationships between teachers and families.

Spanish Evidence 11.4

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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11.5 The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

11.5 Materials & Score	11.5 Rationale
11.5 English IM Does Not Meet 0/2	The visual design of student and teacher materials is distracting and chaotic. The materials do not include appropriate use of white space and design that supports and does not distract from student learning. The pictures and graphics are not supportive of student learning and engagement; they are visually distracting.
11.5 Spanish IM Verified	The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

English Evidence 11.5

Evidence includes but is not limited to:

In each lesson, the materials include a video, song, games, evaluations, and printable worksheets to support student learning and engagement. The materials do not include appropriate use of white space and design that supports and does not distract from student learning. The pictures and graphics are not supportive of student learning and engagement without being visually distracting.

Spanish Evidence 11.5

The evidence from the English materials in this report can be verified in full within the translated Spanish materials.

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12.1 Materials provide clear guidance specific to bilingual program model.

- Materials include guidance or recommendations on how they could be applied within a particular bilingual program model.
- Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

12.1 Materials & Score	12.1 Rationale
12.1 English IM N/A	Spanish Only
12.1 Spanish IM Not Scored	The Spanish materials do not provide clear guidance or recommendations on how they could be applied within a particular bilingual program. The materials do not cite current, relevant research on Spanish literacy development and second language development and acquisition.

Spanish Evidence 12.1

Evidence Includes but is not limited to:

In reviewing the “Teacher Guide” and lessons, there is no evidence to support the materials provide guidance or recommendations on how the materials could be used within a Texas-approved bilingual program model. The materials do not cite relevant research on Spanish literacy, including the development of Spanish foundational literacy skills. The materials cite research on a brain-based approach to learning. This research does not support language interrelatedness related to language development and acquiring a second language. The materials state the curriculum was developed for learning that promotes positive emotions and audio-visual-motor stimuli.

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12.2 Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.

- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.
- Materials support teacher and student understanding and application of the connection between the languages, (ie. skills that transfer).

12.2 Materials & Score	12.2 Rationale
12.2 English IM N/A	Spanish Only
12.2 Spanish IM Not Scored	The materials do not support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection. There is no evidence the materials highlight opportunities for students to make cross-linguistic connections. The materials are not equitable in instruction in both languages, in terms of quality and quantity of materials. The materials do not support teachers and students in understanding the connection between the languages.

Spanish Evidence 12.2

Evidence Includes but is not limited to:

The materials do not highlight opportunities for students to make cross-linguistic connections. Lessons 1–18 are Spanish and do not include opportunities for students to connect what is learned in Spanish and apply it to new situations in the other language. The lessons and “Teacher Guide” do not provide teacher guidance on how to help students make cross-linguistic connections. The materials place a large focus on vocabulary but do not provide embedded strategies in the lessons that will give students an opportunity to learn or practice English vocabulary. The materials do not allow for equitable instruction in both languages in terms of quality and quantity of materials. Spanish is the only language supported by the instructional materials. The materials include some Spanish digital text and do not provide a variety of literature for children in both languages. The materials include three Spanish digital books, and

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there is no evidence of English literature or popular current titles. The lessons and instructions are Spanish and do not support teachers and students in understanding the connection between English and Spanish. In addition, the materials do not provide opportunities for students to explore a second language within the context of the lessons or in a social setting.

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12.3 Materials in Spanish are authentic and culturally relevant.

- Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity.
- Materials support the development of socio-cultural competence.
- Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

12.3 Materials & Score	12.3 Rationale
12.3 English IM N/A	Spanish Only
12.3 Spanish IM Not Scored	The teacher and student materials are presented in authentic and academic Spanish; however, the materials are not culturally relevant. The materials have a limited variety of Spanish texts; however, there is no evidence that the selection of texts are translated or transadapted. There is no evidence the materials support the development of socio-cultural competence. Lessons 1–18 include opportunities for Spanish vocabulary instruction; however, the lessons do not represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Spanish Evidence 12.3

Evidence Includes but is not limited to:

Lessons 1–18 and the “Teacher Guide” use high-quality and age-appropriate academic Spanish. The Teacher Guide, student workbook, and lessons are presented in authentic Spanish to meet the purpose or context of the activity. For example, the student workbook states, “Modelar el trazo de cada letra al mismo tiempo decir: E de Elsa y de Edgar al trazar cada letra mayúscula. Pedir al niño practicar.” The materials also use appropriate Spanish academic vocabulary words. For example, in “Leccion” 11, the “Ciencias” science includes words such as “animales,” “vegetales,” “clima,” “temperatura,” “humedad,” and “regiones polares,” which are appropriate Spanish terms.

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The materials include a limited digital text selection. There is no evidence or explanation that the three digital texts or vocabulary rhythmic story videos are translated or transadapted. Also, the materials do not support or encourage the development of socio-cultural competence. There are no opportunities to explore different cultures that may be represented in the classroom. Furthermore, there is no evidence that the materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture. Throughout the “cuaderno de trabajo,” which is mostly guided by the teacher, there is no evidence of opportunities to engage in discussions about different Spanish dialects or discuss culturally diverse topics.