

**Appendix A: Curriculum Evaluation Form**  
**Florida Department of Education**  
**Office of Early Learning**  
**VPK CURRICULUM REVIEW COMMITTEE**

Curriculum/Publisher: \_\_\_\_\_  
 Reviewer's Name: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

**Curriculum Evaluation Form**

CRITERIA		RATING VALUE		
<b>A. CONTENT</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary way</b>.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p>Notes: _____ Rating Value: _____</p>		
<b>A.1.</b>	<p><b>Alignment with the <i>Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten</i> – How well does the content align with each domain of the <i>Florida Early Learning and Developmental Standards: 4 Years Olds to Kindergarten</i>?</b></p> <ul style="list-style-type: none"> <li>• Correlation</li> <li>• Scope</li> <li>• Completeness</li> <li>• Curriculum Integration</li> </ul>			
<b>A.1.a.</b>	<p><b>I. Physical Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correlation</li> <li><input type="checkbox"/> Scope</li> <li><input type="checkbox"/> Completeness</li> <li><input type="checkbox"/> Curriculum Integration</li> </ul>	2	1	0

<b>A.1.b.</b>	<b>II. Approaches to Learning</b> <input type="checkbox"/> Correlation <input type="checkbox"/> Scope <input type="checkbox"/> Completeness <input type="checkbox"/> Curriculum Integration		2	1	0
<b>A.1.c.</b>	<b>III. Social and Emotional Development</b> <input type="checkbox"/> Correlation <input type="checkbox"/> Scope <input type="checkbox"/> Completeness <input type="checkbox"/> Curriculum Integration		2	1	0
<b>A.1.d.</b>	<b>IV. Language and Literacy</b> <input type="checkbox"/> Correlation <input type="checkbox"/> Scope <input type="checkbox"/> Completeness <input type="checkbox"/> Curriculum Integration		2	1	0
<b>A.1.e.</b>	<b>V. Mathematical Thinking</b> <input type="checkbox"/> Correlation <input type="checkbox"/> Scope <input type="checkbox"/> Completeness <input type="checkbox"/> Curriculum Integration		2	1	0
<b>A.1.f.</b>	<b>VI. Scientific Inquiry</b> <input type="checkbox"/> Correlation <input type="checkbox"/> Scope <input type="checkbox"/> Completeness <input type="checkbox"/> Curriculum Integration		2	1	0
<b>A.1.g.</b>	<b>VII. Social Studies</b> <input type="checkbox"/> Correlation <input type="checkbox"/> Scope <input type="checkbox"/> Completeness <input type="checkbox"/> Curriculum Integration		2	1	0
<b>A.1.h.</b>	<b>VIII. Creative Expression Through the Arts</b> <input type="checkbox"/> Correlation <input type="checkbox"/> Scope <input type="checkbox"/> Completeness <input type="checkbox"/> Curriculum Integration		2	1	0

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<b>A. CONTENT</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary</b> way.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p>Notes: <span style="float: right;">Rating Value:</span></p>		
<b>A.2.</b>	<b>Scope and Sequence</b> - Does the level (complexity, difficulty developmental progression) of the treatment of content match the <i>Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten</i> , the abilities of four-year-olds, and time periods allowed for teaching?			
<b>A.2.a.</b>	<b>Scope and Sequence: Alphabetic and Print Knowledge</b> <input type="checkbox"/> Complexity <input type="checkbox"/> Developmentally Appropriate <input type="checkbox"/> Developmental Progression over program year	2	1	0
<b>A.2.b.</b>	<b>Scope and Sequence: Phonological Awareness</b> <input type="checkbox"/> Complexity <input type="checkbox"/> Developmentally Appropriate <input type="checkbox"/> Developmental Progression over program year	2	1	0
<b>A.2.c.</b>	<b>Scope and Sequence: Vocabulary Development</b> <input type="checkbox"/> Complexity <input type="checkbox"/> Developmentally Appropriate <input type="checkbox"/> Developmental Progression over program year	2	1	0

A.2.d.	<b>Scope and Sequence: Mathematical Thinking</b> <input type="checkbox"/> Complexity <input type="checkbox"/> Developmentally Appropriate <input type="checkbox"/> Developmental Progression over program year		2	1	0
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<b>A. CONTENT</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary way</b>.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p>Notes: _____ Rating Value: _____</p>			
<b>A.3.</b>	<p><b>Language-Rich Programs</b> – curriculum materials should emphasize the teacher’s role in providing opportunities to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage children in extended conversations</li> <li><input type="checkbox"/> Encourage children to tell and retell stories and describe events</li> <li><input type="checkbox"/> Discuss a wide range of topics</li> <li><input type="checkbox"/> Model use of new and unusual words</li> <li><input type="checkbox"/> Discuss word meanings</li> <li><input type="checkbox"/> Ask open-ended questions</li> <li><input type="checkbox"/> Give explicit guidance on vocabulary, syntax and pronunciation</li> <li><input type="checkbox"/> Challenge children to justify their thinking</li> <li><input type="checkbox"/> Focus on the expression of ideas</li> <li><input type="checkbox"/> Encourage frequent conversations</li> <li><input type="checkbox"/> Utilize advanced language</li> <li><input type="checkbox"/> Repeat and extend children’s responses</li> </ul>		2	1	0
<b>A.4.</b>	<p><b>Accuracy of Content</b> - Is the content presented accurately?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objectivity</li> <li><input type="checkbox"/> Representation</li> <li><input type="checkbox"/> Correctness</li> </ul>		2	1	0

A.5.	<b>Relevance of Content</b> - Is the content up-to-date for the academic discipline and the context in which the content is presented? <input type="checkbox"/> Dates of Editions <input type="checkbox"/> Context		2	1	0
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<b>CONTENT</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary way</b>.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p><b>Notes:</b> <span style="float: right;"><b>Rating Value:</b></span></p>		
<b>A.6.</b>	<p><b>Authenticity of Content</b> – Does the content include problem-centered connections to life in a context that is meaningful to students?</p> <p><input type="checkbox"/> Life Connections</p> <p><input type="checkbox"/> Interdisciplinary treatment</p>	2	1	0
<b>A.7.</b>	<p><b>Multicultural Representation</b> – Is the portrayal of gender, ethnicity, age, work situations, and various social groups been fair and unbiased?</p> <p><input type="checkbox"/> Multicultural Fairness</p> <p><input type="checkbox"/> Multicultural Advocacy</p>	2	1	0
<b>A.8.</b>	<p><b>Humanity and Compassion</b> – Are people and animals portrayed with compassion, sympathy, and consideration of their needs and values?</p> <p><input type="checkbox"/> Inclusion of Compassion</p>	2	1	0

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<b>B. PRESENTATION</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary way</b>.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p>Notes: <span style="float: right;">Rating Value:</span></p>		
<b>B.1.</b>	<p><b>Comprehensiveness of Teacher and Student Resources</b></p> <ul style="list-style-type: none"> <li>● Comprehensive domains of learning</li> <li>● Specific learning goals</li> <li>● Well-designed learning activities</li> <li>● Intentional teaching</li> <li>● Culturally and linguistically responsive</li> <li>● Individualized/differentiated instruction</li> <li>● Ongoing assessment</li> <li>● Family involvement</li> <li>● Appropriate for program staff, children and families</li> </ul>			
<b>B.1.a</b>	<p><b>Comprehensiveness of Teacher Resources</b> – Do resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the class beyond those available in a typical preschool class?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Components and materials are easy to use</li> <li><input type="checkbox"/> Teacher materials support lesson planning, teaching, and learning</li> <li><input type="checkbox"/> Suggestions for adapting instruction</li> <li><input type="checkbox"/> Guidelines and resources provided to implement and evaluate learning</li> <li><input type="checkbox"/> Resources provided to use in class activities</li> </ul>	2	1	0

<b>B.1.b.</b>	<b>Comprehensiveness of Student Resources</b> <input type="checkbox"/> Are the student resources complete? <input type="checkbox"/> Are directions easy to follow? <input type="checkbox"/> Are there included review and practice opportunities to help children recall or apply previously taught knowledge and skills?		2	1	0
<b>B.2.</b>	<b>Alignment of Instructional Components</b> <input type="checkbox"/> Do the components of the instructional package align with each other, as well as with the curriculum? <input type="checkbox"/> Does the content and progression of the instructional activities correspond within instructional components across the <i>Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten</i> domains and over the course of the year? <input type="checkbox"/> Do the materials provided by the publisher integrated and interdependent with each other?		2	1	0
<b>B.3.</b>	<b>Organization of Curriculum</b> <input type="checkbox"/> Access to Content <input type="checkbox"/> Visual Features <input type="checkbox"/> Visible Structure and Format <input type="checkbox"/> Logical Organization		2	1	0
<b>B.3.a</b>	<b>Access to Content</b> <input type="checkbox"/> Are there features to help search and locate information in texts?		2	1	0

<b>B.3.b.</b>	<b>Visible Features</b> <input type="checkbox"/> Chunking text <input type="checkbox"/> Visuals that are relevant, clear, vivid and simple enough for children to understand <input type="checkbox"/> Quality of visuals – suitable for the intended child <input type="checkbox"/> Left justified text <input type="checkbox"/> Visuals that contain information in a form different from the text <input type="checkbox"/> Graphs, charts, maps and other visual representation <input type="checkbox"/> Colors size of print, spacing, quantity and types of visuals		2	1	0
<b>B.3.c.</b>	<b>Visual Structure and Format</b> <input type="checkbox"/> At-a-glance features: visual features that signal organization of the content, typographic cues, divisions of content, diagrams, etc. <input type="checkbox"/> Objectives or content outline <input type="checkbox"/> Certain types of narrative sections to support organization		2	1	0
<b>B.3.d.</b>	<b>Logical Organization</b> <input type="checkbox"/> Patterns of organization		2	1	0

<b>B.4.</b>	<b>Readability of Instructional Materials/ Language Style –</b> <input type="checkbox"/> Organized and coherent text <input type="checkbox"/> Use of language and concepts familiar to the teacher <input type="checkbox"/> Language that clarifies, simplifies and explains information <input type="checkbox"/> Use of transitional words <input type="checkbox"/> Use of phrases that create logical connections <input type="checkbox"/> Use of words with concrete and specific images <input type="checkbox"/> Active rather than passive voice <input type="checkbox"/> Varied sentence structure – avoiding choppy sentences and unnecessary words <input type="checkbox"/> Specific questions or directions to guide student attention to visuals or key information		2	1	0
<b>B.5.</b>	<b>Pacing of Content</b> <input type="checkbox"/> Does the amount of content presented at one time or the pace at which it is presented of a size or rate that allows students to perceive and understand it?		2	1	0
<b>B.6.</b>	<b>Ease of Use of Materials</b>				
<b>B.6.a.</b>	<b>Use</b> <input type="checkbox"/> Are the print and other media formats of the materials easy to use and replace?				
<b>B.6.b.</b>	<b>Durability</b> <input type="checkbox"/> Will the materials be durable for multiple uses over time?				

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<b>C. LEARNING</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary way</b>.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p>Notes: <span style="float: right;">Rating Value:</span></p>		
<b>C.1.</b>	<b>Motivational Strategies</b>			
<b>C.1.b.</b>	<p><b>Expectations</b></p> <p><input type="checkbox"/> Do the materials positively influence the expectations of children?</p> <ul style="list-style-type: none"> <li>• Expectations of success</li> <li>• Task to stimulate curiosity</li> <li>• Meaningful task</li> <li>• Thought-provoking challenges</li> <li>• Appropriate challenges</li> <li>• Hands-on task</li> <li>• Variety</li> </ul>	2	1	0
<b>C.1.c.</b>	<p><b>Feedback</b></p> <p><input type="checkbox"/> Do the materials include informative and positive feedback on progress?</p> <ul style="list-style-type: none"> <li>• Frequent checks on progress-formal and informal</li> <li>• Explanatory feedback</li> <li>• Varied forms of assessments</li> </ul>	2	1	0
<b>C.2.</b>	<p><b>Explicit Instruction</b></p> <p><input type="checkbox"/> Are directions and explanations clear?</p> <ul style="list-style-type: none"> <li>• Purpose goals and expected outcomes</li> <li>• Concepts, rules information and terms</li> <li>• Models, examples, questions and feedback</li> </ul>	2	1	0

C.3.	<b>Scaffolding Guidance and Support</b> Do the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers?			
C.3.a.	<b>Scaffolding</b> <input type="checkbox"/> Does the curriculum use appropriate scaffolding features to help children become more independent learners and thinkers? <input type="checkbox"/> Does the curriculum present opportunities to practice existing skills while also scaffolding for more complex task? <input type="checkbox"/> Organized Routines <input type="checkbox"/> Advance organizers or models <input type="checkbox"/> Step by step instructions <input type="checkbox"/> Feedback that fosters and supports the learning of skills <input type="checkbox"/> Simulations with features for realistic practice <input type="checkbox"/> Opportunities for children to do research and to organize and communicate results.	2	1	0
C.3.b.	<b>Adaptability</b> – Does the guidance and support have adaptability for children’s developmental differences and various learning styles? <input type="checkbox"/> Structured and unstructured activities <input type="checkbox"/> Independent and group work <input type="checkbox"/> Teacher-directed and discovery learning <input type="checkbox"/> Visual and narrative instructions <input type="checkbox"/> Hands-on activities <input type="checkbox"/> Open-ended activities <input type="checkbox"/> Practice without extrinsic rewards <input type="checkbox"/> Simple, complex, concrete and abstract examples <input type="checkbox"/> Variable pacing or visual breaks <input type="checkbox"/> hints and assistance <input type="checkbox"/> allowing choices <input type="checkbox"/> reorientation statements	2	1	0

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		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary</b> way.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p><b>Notes:</b> _____ <b>Rating Value:</b> _____</p>		
<b>C.4.</b>	<b>Active Participation of Children</b>			
<b>C.4.a.</b>	<p><b>Activities</b></p> <p><input type="checkbox"/> Do the curriculum activities engage children physically and mentally, including organized activities and logical extensions of content, goals, and objectives?</p>	2	1	0
<b>C.4.b.</b>	<p><b>Child Responses</b></p> <p><input type="checkbox"/> Do projects and activities include opportunities for children to respond and actively participate?</p> <p><input type="checkbox"/> Respond orally or through drawing and emergent writing</p> <p><input type="checkbox"/> Create visual representation (block structures, emergent writing, puppet shows, dramatic play scenarios, drawings, two and three-dimensional artwork)</p> <p><input type="checkbox"/> Generate their own questions and examples</p> <p><input type="checkbox"/> Think of new situations for applying or extending what they learn</p> <p><input type="checkbox"/> Make predictions and complete discovery activities</p> <p><input type="checkbox"/> Add details to concepts from prior knowledge</p> <p><input type="checkbox"/> Form their own analogies and metaphors</p> <p><input type="checkbox"/> Practice lesson-related tasks, procedures, behaviors or skills</p>	2	1	0

	<input type="checkbox"/> Choose from a variety of activities. <input type="checkbox"/> Share ideas and perspectives <input type="checkbox"/> Engage in classifying and comparing				
<b>C.5.</b>	<b>Formal, Informal and Formative Assessment(s)/ Progress Monitoring Tool(s)</b>				
	<b>Types of Assessments and resources:</b> <input type="checkbox"/> Does the curriculum provide any of the following types of assessment tools? <input type="checkbox"/> Formal assessments <input type="checkbox"/> Informal assessments <input type="checkbox"/> Formative assessments <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Does the curriculum provide tools and resources to determine student progress toward success? <input type="checkbox"/> Are the resources purposeful and linked to strategies? <input type="checkbox"/> Are the assessments/resources provided aligned to the standards? <input type="checkbox"/> Are there instructional supports for teachers when utilizing collected data? <input type="checkbox"/> Formal assessments <input type="checkbox"/> Informal assessments <input type="checkbox"/> Formative assessments <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Additional resources <input type="checkbox"/> Do the provided assessments cover multiple learning domains?		2	1	0
	<b>Additional Resources</b> <input type="checkbox"/> Sample class record sheets <input type="checkbox"/> Guidance for utilizing assessment data <input type="checkbox"/> Strategies and next steps				

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<b>D. PROFESSIONAL DEVELOPMENT</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary</b> way.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p>		
<b>D.1.</b>	<p><b>Initial Professional Development for Instructional Staff</b></p> <p><input type="checkbox"/> Does the initial professional development provide adequate opportunities for teachers to learn new concepts and practice what they learn, including administration and interpretation of assessment(s)?</p> <p><input type="checkbox"/> Does the professional development provide instruction on the administration, interpretation and instructional implications of assessments that accompany the program?</p>	2	1	0
<b>D.2.</b>	<p><b>Ongoing Professional Development for Instructional Staff</b></p> <p><input type="checkbox"/> Does the ongoing professional development provided to support and a deeper level of knowledge of the curriculum, including how the curriculum enhances children’s development and skills in the eight domains of the <i>Standards – 4 Years Old to Kindergarten</i>?</p> <p><input type="checkbox"/> Does the professional development target areas of instructional need based on student performance data?</p>	2	1	0

<p><b>D.3.</b></p>	<p><b>Initial Professional Development for Instructional Coaches</b>  Does the professional development address the following areas?  <input type="checkbox"/> assessment administration  <input type="checkbox"/> interpretation of assessment data  <input type="checkbox"/> instructional implications  <input type="checkbox"/> fidelity checks  <input type="checkbox"/> targeted guidance for supporting instructors</p>		2	1	0
<p><b>D.4.</b></p>	<p><b>Ongoing Professional Development for Instructional Coaches</b>  <input type="checkbox"/> Does the professional development offer continued support of assessment results?  <input type="checkbox"/> Is the training available to directors and instructional coaches prior to the beginning of the VPK school year and summer program?</p>				
<p><b>D.5.</b></p>	<p><b>Supporting High Quality, Consistent Teaching</b>  <input type="checkbox"/> Does the professional development support high quality, consistent teaching for instructors, directors and instructional coaches?  <input type="checkbox"/> Does the professional development provide specifics on differentiated instruction based on assessment data?  <input type="checkbox"/> Does the professional development provide instructional supports and resources?</p>				
<p><b>D.6.</b></p>	<p><b>Access to Professional Development Opportunities</b>  <input type="checkbox"/> Does the program provide a single website for accessing professional development and schedules?</p>				
<p><b>D.7.</b></p>	<p><b>Assessment Professional Development</b>  <input type="checkbox"/> How to administer  <input type="checkbox"/> How to use data  <input type="checkbox"/> Performance range chart  <input type="checkbox"/> Instructional implications</p>				

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<b>E. MATERIALS FOR PARENTS AND FAMILIES</b>		<p><b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary</b> way.</p> <p><b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.</p> <p><b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.</p> <p><b>Notes:</b></p> <p style="text-align: right;"><b>Rating Value:</b></p>		
<b>E.1.</b>	<p><b>Family Support Materials for the VPK Instructor</b></p> <p><input type="checkbox"/> To what extent do the teacher/parent materials focus on family involvement and provide parent involvement opportunities (e.g., materials to send home, family workshop materials, access to online resources)?</p>	2	1	0
<b>E.2.</b>	<p><b>Materials Available in Multiple Languages</b></p> <p><input type="checkbox"/> To what extent are materials are available in multiple languages?</p>	2	1	0

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<b>F. RESEARCH BASE</b>		<b>2: Exceeds</b> – The curriculum thoroughly addresses the criterion by <b>meeting all</b> the components listed for each section in an <b>extraordinary way</b> .  <b>1: Adequate</b> – The curriculum <b>adequately</b> meets the criterion by <b>meeting all</b> of the components for each section.  <b>0: Unsatisfactory</b> – The curriculum <b>does not adequately meet all</b> of the criterion for each domain.  <b>Notes:</b>		
<b>F.1.</b>	<b>Expertise for Content Development</b> <input type="checkbox"/> To what extent do the authors, reviewers, and sources that contributed to the development of the materials have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or class instruction?	<b>Rating Value:</b> 2	1	0