**УТВЕРЖДАЮ:**

**Директор МБОУ**

**«Прогимназия №15»**

**Алимурадова Р.Э.\_ \_\_\_\_\_\_\_\_**

**«28» февраля 2019 год**

**ЭКСПЕРТНЫЙ ЛИСТ**

**по оцениванию образовательной программы дошкольного образования МБОУ «Прогимназия №15»**

Самооценку проводил (должность, ФИО, дата) **\_-Ст.воспитатель - Мирзагасанова Х.А. 27.02.2019г.**

Эксперт 1 (ФИО, дата, подпись) **\_-\_Мамедова Гюльнара Шихмирзаевна** **27.02.2019г.**

Эксперт 2 (ФИО, дата, подпись) \_ **Султанова Рена Кафлановна 27.02.2019г.**

Эксперт 3 (ФИО, дата, подпись) \_\_-\_**Алиева Эсмира Гахримановна\_27.02.2019г.**

**Примечание: \* - для ДОО с ОВЗ**

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|  |  |  |  |  |  |  |  |  | **Система оценивания:** |  |  |  |  |  |  |  |
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|  |  | **0 - 1** |  |  |  |  |  |  | **0 – 1 - 2** |  |  |  |  |  |  |  |
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|  |  |  | *0 баллов – отсутствие компонента* |  |  | *0 баллов – компонент не выражен* |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | *1 балл – наличие компонента* |  |  | *1 балл – компонент выражен слабо* |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | *(недостаточно)* |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | *2 балла – компонент выражен полностью* |  |  |  |  |  |  |  |
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|  |  |  |  | **Структурный** |  | **Показатель** | **Оценка** | **Само** | **Эксперт** | **Эксперт** | **Эксперт** | **Средний** | **Коэффиц** |  |  |  |  |  |  |
|  |  |  |  | **компонент** |  |  |  |  | **в** | **оценка** | **1** | **2** | **3** | **балл** | **иент** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **баллах** |  |  |  |  | **экспертов** | **расхожде** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **ния** |  |  |  |  |  |  |
|  |  |  |  | **1. Структура** | 1.1. | Титульный лист (с |  | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  | **Программы** | указанием | где | и кем | 0 – 1 |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Программа | принята, |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | утверждена, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | согласована) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | 1.2. |  | Коллектив | 0 – 1 | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  |  | разработчиков |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Программы |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1.3. Оглавление |  | 0 – 1 | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  |  | 1.4. |  | Сквозная | 0 – 1 | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  |  | нумерация страниц |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1.5. Наличие Целевого | 0 – 1 | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  |  | раздела |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1.6. |  | Наличие | 0 – 1 | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  |  | Содержательного |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | раздела |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1.7. |  | Наличие | 0 – 1 | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  |  | Организационного |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | раздела |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1.8. | Наличие | Части | 0 – 1 | **1** | **1** | **1** | **1** | **1** |  |  |  |  |  |  |  |
|  |  |  |  |  | Программы, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  | формируемой |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | участниками |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | образовательных |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | отношений |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | 1.9. | Наличие |  | 0 – 1 | **1** | **1** | **1** | **1** |  | **1** |  |  |  |  |  |  |
|  |  |  |  |  |  | Дополнительного |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | раздела | (текста |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | презентации) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | 1.10. | Культура |  | 0 – 1 | **1** | **1** | **1** | **1** |  | **1** |  |  |  |  |  |  |
|  |  |  |  |  |  | оформления |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **ИТОГО (сумма баллов** |  |  |  |  |  |  |  |  | **9** |  |  |  |  |  |  |
|  |  |  |  |  |  | **по компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  | **ЦЕЛЕВОЙ РАЗДЕЛ** |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **2. Пояснительная** |  | 2.1. | Цель | (цели) | 0 – 1 | 1 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
|  |  |  |  | **записка** |  | реализации |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Программы. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 2.2. Задачи реализации | 0 – 1 | 1 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Программы. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  | 2.3. | Принципы | 0 – 1 | 1 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | формирования |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Программы. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 2.4. | Подходы | к | 0 – 1 | 1 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | формированию |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Программы. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 2.5. | Значимые | для |  | 1 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | разработки | и |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | реализации Программы |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | характеристики: |  |  | 0 – 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 2.5.1. - индивидуальные | 1 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | особенности |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | воспитанников ДОО |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 2.5.2. | -возрастные | 0 – 1 | 1 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |  |  |
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|  |  |  |  |  |  | особенности |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | воспитанников ДОО |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 2.6. |  |  | Указаны | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | особенности | развития |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | детей раннего возраста. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 2.7. |  |  | Указаны | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | особенности | развития |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | детей | дошкольного |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | возраста. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | \*2.8. |  |  | Указаны | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | особенности | развития |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | детей с ОВЗ. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **ИТОГО (сумма баллов** |  |  |  |  |  | 10 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **по компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **3. Планируемые** | 3.1. |  |  | Целевые | 0 – 1 | 0 | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |
|  |  |  |  | **результаты** | ориентиры образования |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **освоения** | в | младенческом | и |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Программы** | раннем возрасте. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 3.2. |  |  | Целевые | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ориентиры образования |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | на | этапе | завершения |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | дошкольного |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | образования. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | \*3.3. |  |  | Целевые | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ориентиры образования |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | для детей с ОВЗ. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **ИТОГО (сумма баллов** |  |  |  |  |  | 2 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **по компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  | **СОДЕРЖАТЕЛЬНЫЙ РАЗДЕЛ** |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **4. Описание** |  | 4.1. Образовательная | 0 – 1 – 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |
|  |  |  |  | **образовательной** |  | область «Социально- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **деятельности в** | коммуникативное |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **соответствии с** | развитие» |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **направлениями** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **развития ребенка** | 4.2. Образовательная | 0 – | 1 – 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |  |
|  |  |  |  |  | область |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | «Познавательное |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | развитие» |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | 4.3. Образовательная | 0 – | 1 – 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |  |
|  |  |  |  |  | область | «Речевое |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | развитие» |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | 4.4. Образовательная | 0 – | 1 – 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |  |
|  |  |  |  |  | область |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | «Художественно- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | эстетическое |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | развитие» |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | 4.5. Образовательная | 0 – | 1 – 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |  |
|  |  |  |  |  | область «Физическое |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | развитие» |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 4.6. | Показана | 0 – | 1 – 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |  |
|  |  |  |  |  | интеграция |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | образовательных |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | областей |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **ИТОГО** | **(сумма** |  |  |  |  |  |  | 12 |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **баллов** | **по** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **5. Вариативность** | 5.1. | Описание | 0 | – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |  |
|  |  |  |  | **реализации** | вариативных форм |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Программы с** | реализации |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **учѐтом возрастных** | Программы |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **и индивидуальных** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | 5.2. | Описание | 0 | – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |  |
|  |  |  |  | **особенностей** | вариативных |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **воспитанников,** | способов реализации |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **специфики их** | Программы |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **образовательных** | 5.3. | Описание | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  | **потребностей и** | вариативных |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **интересов** | методов реализации |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Программы |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 5.4. | Описание | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  | вариативных средств |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | реализации |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Программы |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **ИТОГО** | **(сумма** |  |  |  |  |  | 4 |  |  |  |  |  |  |  |
|  |  |  |  |  | **баллов** | **по** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **\*6. Описание** | \*6.1. Указаны цели и | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  | **образовательной** | задачи | данной |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **деятельности по** | деятельности. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **профессиональной** | \*6.2. | Указаны | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  | **коррекции** | используемые |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **нарушений** | специальные |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **развития детей** | образовательные |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | программы, методы, |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | специальные |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | методические |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | пособия | и |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | дидактические |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | материалы. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | \*6.3. | Описана | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |
|  |  |  |  |  | специфика |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | проведения |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | индивидуальных |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | коррекционных |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | занятий. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | \*6.4. | Описан | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
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|  |  |  |  |  |  | алгоритм |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | квалифицированной |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | коррекции |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | нарушений | развития |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | детей |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | \*6.5. Описаны иные | 0 |  | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  |  | специальные |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | условия в ДОО для |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | получения |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | образования детьми |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | с ОВЗ |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **ИТОГО** | **(сумма** |  |  |  |  |  | 6 |  |  |  |  |  |
|  |  |  |  |  |  | **баллов** | **по** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **7. Особенности** | 7.1. | Описание | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  | **образовательной** | образовательной |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **деятельности** | деятельности разных |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **разных видов и** | видов |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **культурных** | 7.2. | Описание | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  | **практик** | образовательной |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | деятельности разных |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | культурных практик |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 7.3. Учет возрастных | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |
|  |  |  |  |  |  | ииндивидуальных |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | особенностей детей в |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | вышеуказанной |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | образовательной |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | деятельности |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **ИТОГО** | **(сумма** |  |  |  |  |  | 3 |  |  |  |  |  |
|  |  |  |  |  |  | **баллов** | **по** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **8. Способы и** | 8.1. | Описание | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
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|  |  |  |  |  | **направления** | способов | поддержки |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **поддержки детской** | детской инициативы |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **инициативы** | 8.2. | Описание | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  |  |  | направлений |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | поддержки | детской |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | инициативы |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 8.3. Учет возрастных | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |
|  |  |  |  |  |  |  | ииндивидуальных |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | особенностей |  | детей |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | при | поддержке |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | детской инициативы |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **ИТОГО** |  | **(сумма** |  |  |  |  |  | 4 |  |  |  |  |  |
|  |  |  |  |  |  |  | **баллов** |  |  | **по** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **9. Особенности** | 9.1. | Показана | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  | **взаимодействия** | система работы ДОО |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **педагогического** | с | семьями |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **коллектива с** | воспитанников |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **семьями** | 9.2. | Показана | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  | **воспитанников** | специфика работы с |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | семьями |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | воспитанников |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | \*9.3. | Показана | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  |  |  | особенность | работы |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | с | семьями |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | воспитанников | с |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | ОВЗ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **ИТОГО** |  | **(сумма** |  |  |  |  |  | 4 |  |  |  |  |  |
|  |  |  |  |  |  |  | **баллов** |  |  | **по** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  | **10. Иные** | 10.1. | Показано | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  | **характеристики** | разнообразие |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **содержания** | характеристик |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **Программы**, | 10.2. | Описанные | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  | **наиболее** | характеристики |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **существенные с** | дополняют |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **точки зрения** | содержание |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **авторов** | Программы ДОО |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Программы** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **ИТОГО** | **(сумма** |  |  |  |  |  | 2 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **баллов** |  | **по** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **11.** |  | 11.1. | Описание | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |
|  |  |  |  | **Организационный** | материально- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **раздел Программы** | технического |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | обеспечения |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Программы |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 11.2. | Описание | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | обеспеченности |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | методическими |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | материалами |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 11.3. | Описание | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | обеспеченности |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | средствами обучения |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | и воспитания |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 11.4. Распорядок и | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | /или режим дня |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 11.5. | Особенности | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | традиционных |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | событий, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | праздников, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | мероприятий |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 11.6. | Особенности | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |  |  |
|  |  |  |  |  |  | организации |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | развивающей |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | предметно- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | пространственной |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  | среды |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **ИТОГО** | **(сумма** |  |  |  |  |  | 9 |  |  |  |  |  |
|  |  |  |  |  |  |  | **баллов** |  |  | **по** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  | **12. Часть** | 12.1. | Разнообразие | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |
|  |  |  |  |  | **Программы,** | направлений |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **формируемая** | 12.2. |  | Наличие | 0 – 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
|  |  |  |  |  | **участниками** | парциальных и иных |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **образовательных** | программ, |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **отношений** | поддерживающих |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | выбранные |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | направления |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | (указание ссылок на |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | них) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 12.3. |  |  |  | 0 – 1 - 2 | 2 | 2 | 2 | 2 | 2 |  |  |  |  |  |
|  |  |  |  |  |  |  | Обоснованность |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | выбора | содержания |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | образования (каждой |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | из парциальных | и |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | иных программ) |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **ИТОГО** | **(сумма** |  |  |  |  |  | 5 |  |  |  |  |  |
|  |  |  |  |  |  |  | **баллов** |  |  | **по** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  | **13.** |  | 13.1. |  | Указаны | 0 – 1 | 0 | 0 | 0 | 0 | 0 |  |  |  |  |  |
|  |  |  |  | **Дополнительный** | возрастные | и иные |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **раздел Программы** | категории | детей, | на |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **(краткая** | которых |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **презентация)** | ориентирована |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Программа, в т.ч. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | категории | детей | с |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | ОВЗ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 13.2. |  | Указаны | 0 – 1 | 0 | 0 | 0 | 0 | 0 |  |  |  |  |  |  |
|  |  |  |  |  | используемые |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Примерные | и |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | авторские |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | программы |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 13.3. |  | Приведена | 0 – 1 | 0 | 0 | 0 | 0 | 0 |  |  |  |  |  |  |
|  |  |  |  |  | характеристика |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | взаимодействия |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | педколлектива | с |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | семьями детей |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 13.4. |  |  | Объем | 0 – 1 | 0 | 0 | 0 | 0 | 0 |  |  |  |  |  |  |
|  |  |  |  |  | презентации |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | составляет | не | более |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 12 слайдов |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 13.5. | Презентация | 0 – 1 - 2 | 0 | 0 | 0 | 0 | 0 |  |  |  |  |  |  |
|  |  |  |  |  | отражает |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | индивидуальность и |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | имиджевую |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | составляющую ДОО |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **ИТОГО** |  |  | **(сумма** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **баллов** |  |  | **по** |  |  |  |  |  | 0 |  |  |  |  |  |  |
|  |  |  |  |  | **компоненту**): |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Итого баллов** |  |  |  |  |  |  |  |  |  | 70 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1 уровень оптимальный- соответствует требованиям |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Уровень ОПДО** | (доработка выявленных недостатков) |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Доработка выявленных недостатаков. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **Особое мнение** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **экспертов** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Уровни экспертной оценки**

**образовательной программы дошкольного образования**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **Интервал** |  |  | **Уровень ОПДО** |  |  |  | **Экспертная оценка** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **для ДОУ** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **без ОВЗ // с ОВЗ** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 70-59,25 // 79-67 |  |  |  |  | 1 уровень |  | Соответствует требованиям |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | баллов |  |  | ОПТИМАЛЬНЫЙ |  |  |  | (доработка выявленных |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | недостатков) |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Частично соответствует |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | 59 – 48,25 // 66 – 54 |  |  |  | 2 уровень |  | требованиям. Нуждается в |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | баллов |  |  | ДОПУСТИМЫЙ |  |  |  |  |  |  | доработке |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Условно соответствует |  |  |  |
|  |  |  |  | 48 – 37,25 // 53 – 41 |  |  |  | 3 уровень |  |  |  |  | требованиям. |  |  |  |
|  |  |  |  |  | баллов |  |  | КРИТИЧЕСИКЙ |  | Нуждается в переработке |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | ниже 37 // ниже 41 |  |  |  | 4 уровень |  | Не соответствует требованиям. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | баллов |  | НЕДОПУСТИМЫЙ | Нуждается в полной переработке |  |  |  |
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