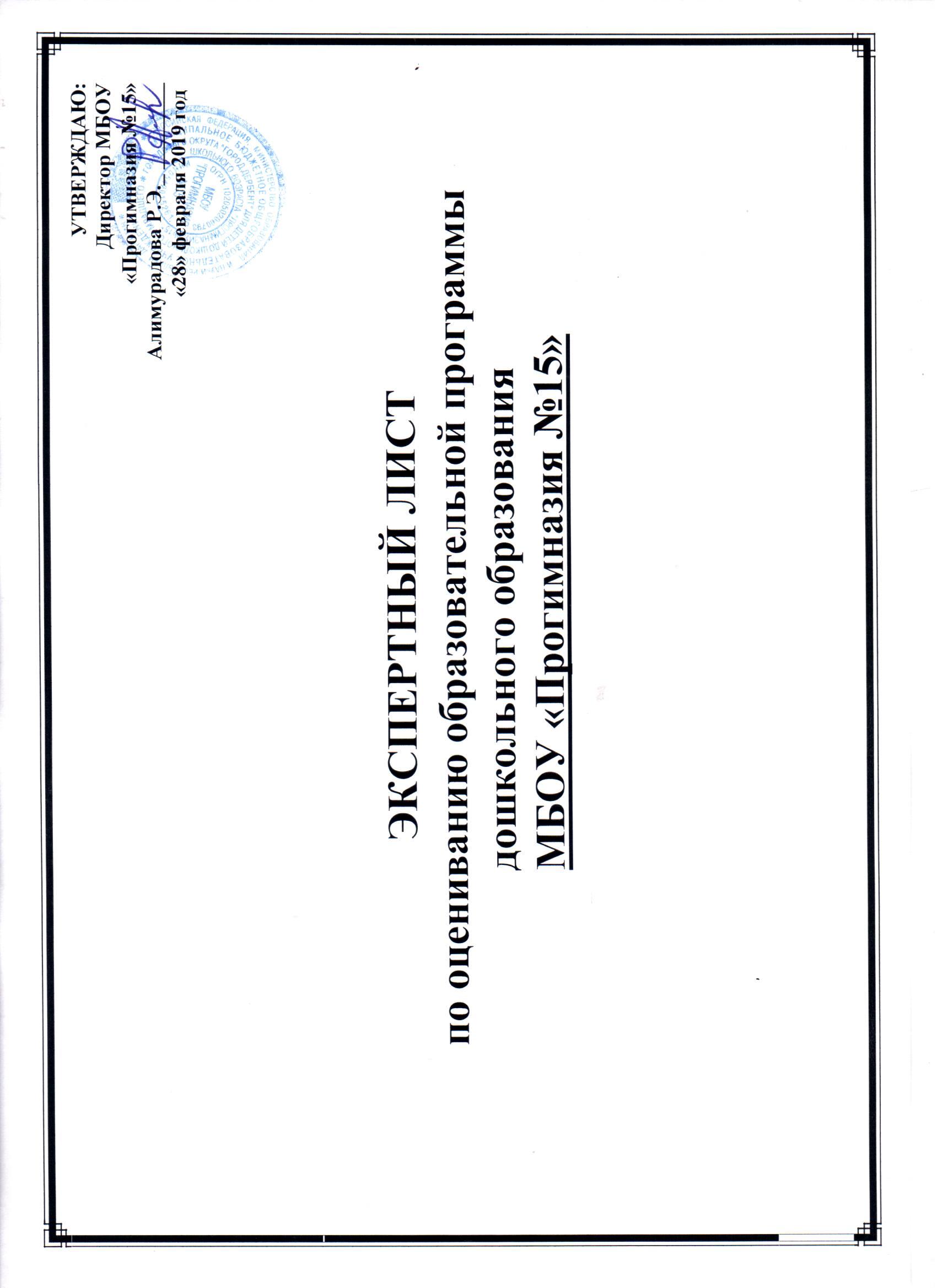
**УТВЕРЖДАЮ:**

**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** | | | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **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» |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | групповых | и |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 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**): | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **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 |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 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 | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  | баллов | |  |  | ОПТИМАЛЬНЫЙ | |  |  |  | (доработка выявленных | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | недостатков) | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Частично соответствует | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | 59 – 48,25 // 66 – 54 | | |  |  |  | 2 уровень |  | требованиям. Нуждается в | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | баллов | |  |  | ДОПУСТИМЫЙ | |  |  |  |  |  |  | доработке | | | | |  |  |  |
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|  |  |  |  | 48 – 37,25 // 53 – 41 | | |  |  |  | 3 уровень |  |  |  |  | требованиям. | | | | | | |  |  |  |
|  |  |  |  |  | баллов | |  |  | КРИТИЧЕСИКЙ | |  | Нуждается в переработке | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | ниже 37 // ниже 41 | | |  |  |  | 4 уровень |  | Не соответствует требованиям. | | | | | | | | | |  |  |  |
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|  |  |  |  |  | баллов | |  | НЕДОПУСТИМЫЙ | | | Нуждается в полной переработке | | | | | | | | | | |  |  |  |
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