Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide

August 2004

This is the second document in the series
Building a Strong Foundation for School Success

Kentucky's Early Childhood Standards (Summer, 2003)
Kentucky's Early Childhood Continuous Assessment Guide (Summer, 2004)
Kentucky's Early Childhood Quality Self-Study (Fall, 2004)

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Introduction

In 2000, the Kentucky General Assembly passed legislation establishing the KIDS NOW early childhood initiative. The KIDS NOW early childhood initiative has numerous program components designed to help Kentucky realize the following vision.

> *All young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities.*

The programs initiated through KIDS NOW have been designed to address four major areas: assuring maternal and child health, supporting families, enhancing early care and education, and establishing a support structure. To assist with the process of measuring outcomes associated with the KIDS NOW early childhood initiative, Four Key Dimensions for Success were identified and processes for measuring success in these dimensions were developed. The Four Key Dimensions include state level indicators of success, environmental standards, personnel competencies, and child standards.

State Level Outcomes and Indicators are designed to measure the overall success of the state in meeting the needs of young children and their families. The state indicators include three broad outcomes: a) children possess the foundation to succeed in school; b) schools ensure children's continuous progress; and c) families and communities support lifelong learning. Each outcome includes specific indicators that are measured on an annual basis. For information about the state indicators, contact the Division of Early Childhood Development at 502-564-8341.

Environmental standards are designed to raise the quality of programs that provide care and education for young children and support positive outcomes for children and families. These standards are included in the ST★RS for KIDS NOW Quality Rating System. Standards encompass five major areas: ratios, curriculum, training, regulatory compliance, and personnel. Information about the ST★RS for KIDS NOW Quality Rating System can be obtained at http://www.kidsnow.ky.gov.

Personnel Competencies focus on the specific knowledge, skills and competencies needed by early childhood professionals to work effectively with young children and families. These competencies are described in the Early Childhood Core Content. The Core Content includes

seven subject areas across five levels of professional growth. Information about the Kentucky Early Childhood Core Content can be obtained at http://www.kidsnow.ky.gov.

Child Standards focus on what children should know and be able to do. *Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards* is designed as a framework to assist families, early care and education professionals, administrators, and others in understanding what children are able to know and do from birth thorough four years of age. Two additional pieces of the *Building a Strong Foundation for School Success* series include *Kentucky's Early Childhood Continuous Assessment Guide* and the *Kentucky's Early Childhood Quality Self-Study*. The *Building a Strong Foundation for School Success* series was developed for all children from birth to age five who participate in early care and education programs within the state. To assist families in understanding the *Early Childhood Standards*, a family version is also available that describes what the standards mean and how they can support their child's growth and development at home. The reader may access copies of *Kentucky's Early Childhood Standards* at http://www.kidsnow.ky.gov.

Kentucky's Early Childhood Standards

The first component of *Building a Strong Foundation for School Success* is the child standards. These standards were designed to reflect the range of developmental abilities of young children at different ages and to represent the expectations for the skills and levels of knowledge that children are able to achieve. The document is not a comprehensive list of every skill or piece of knowledge that a particular child may exhibit. Rather, the standards include the critical knowledge and essential skills learned in the early years. The content for learning established through the standards is intended to support families and early care and education professionals in planning experiences to promote either a particular child's, or a group of children's progress towards achieving the next level of development.

Kentucky's Early Childhood Standards may be used as a framework in the following ways:

- to assist in planning experiences that will promote children's progress towards achieving benchmarks,
- to ensure that the activities, materials, and experiences provided for children address all aspects of the developmental continuum, and
- to ensure that assessment processes address all standards and benchmarks.

Kentucky's Early Childhood Standards are **not** intended to serve as a curriculum guide or as an assessment tool of children's performance. An early childhood curriculum generally is based on a philosophy of how children learn; thus, it contains both content (i.e., what the children should learn) and method (i.e., how to teach the content; e.g., Montessori or High/Scope). Assessment involves gathering information from a variety of sources in order to plan a program for an individual child or for a group of children, and requires the use of both formal and informal assessment methods. *Kentucky's Early Childhood Standards* are not designed to accomplish either of these ends. The document is not a detailed listing all skills and knowledge that children exhibit in their developmental progress; neither does it propose a method for teaching children particular knowledge or skills.

Kentucky's Early Childhood Quality Self Study

The Kentucky Department of Education, Division of Early Childhood Development convened a Work Group to address the need to determine the level of quality of early care and education center-based programs through a self-study document. The document, *Building a Foundation for School Success: Kentucky's Early Childhood Quality Self Study*, initially emerged from the desire to update two existing self study approaches—the Kentucky Preschool Self-Study (1994) and the ST★RS for KIDS NOW, Quality Rating System (2001). The process has provided an opportunity to develop a single tool that is research based, is appropriate across settings regardless of the philosophy and approach used, and can provide direction for program improvement.

The self study tool was developed by a Work Group representing the early childhood community in Kentucky including state-funded preschool, Head Start, Early Head Start, child care, licensing and regulation, child care resource and referral, quality rating system technical assistants, and higher education programs. This document focuses on five key areas important to early childhood programming, while embedding within these areas the concepts of transition, diversity, guidance, and training. The five areas are:

- Program Structure and Personnel
- Child Experiences within Curriculum and Assessment
- Child Experiences in the Environment
- Program Interactions with Families and Communities
- Health, Nutrition and Safety

The *Self Study* allows the professional to rate the status of the program on specific standards and indicators as not met, in progress, or met. Examples of evidence of the indicator (what it looks like) are also provided. Space is available to delineate an action plan for progressing on each indicator to "met" status.

Kentucky's Early Childhood Continuous Assessment Guide

The remainder of this document is designed to provide specific information about the *Building a Strong Foundation for School Success series: Kentucky's Early Childhood Continuous Assessment Guide*. A Continuous Assessment System, as defined by the Kentucky Department of Education (March, 2004) has the following features:

- Includes both formal and informal assessments that are conducted on a regular basis.
- Is integrated with instruction at various times.
- Improves learning and helps guide and direct the teaching-learning process.
- Should inform every aspect of instruction and curriculum.

The selection of procedures and tools for assessment and methods for planning and providing activities and experiences is often left to the discretion of families and early care and education professionals, since there is a multitude of ways in which these can be accomplished. To support this process, the Assessment Guide provides specific information on recommendations for early care and education professionals on how to link child standards and assessment.

Purpose and Use of This Document

All three components of *The Building a Strong Foundation for School Success* series have been carefully designed so that the materials can be used by **all** early care and education professionals working with young children from birth to 5 years of age, both in home and center-based settings. The *Early Childhood Standards* help ensure quality early care and education services by providing a common language through which program staff can express expectations for young children. The *Early Childhood Quality Self- Study* helps programs evaluate their services and determine areas of strength and those areas that need to be addressed to better help children meet the early childhood standards. Similarly, the *Early Childhood Continuous Assessment Guide* provides recommended guidelines and practices in all areas of assessment: screening, diagnostic, classroom/instructional and program evaluation. In addition, both the standards and assessment guide will provide valuable information to help early care and

education programs be accountable for, and document both the results and benefits of their programs.

Kentucky has chosen to use a unique approach in the development of the state's early childhood assessment guide. There are several distinctive features of this system.

1) The document presents a continuous assessment process that is universally designed. The system is appropriate for all programs and all children, including those who have special needs, those from culturally diverse backgrounds, children who are at-risk (economically and developmentally), and those who are typically developing.
2) The document is comprehensive and provides background information about the appropriate use and need for continuous assessments.
3) The document is designed to serve as a tool for matching program goals with assessment procedures and instruments that will help the program meet those goals.
4) The document provides information and tools to ensure that assessment procedures provide information about how well children are meeting the early childhood standards.
5) The document provides information to help professionals evaluate their current assessment procedures and make appropriate changes based on curriculum and program goals.

Assessment Work Group Charge and Focus

While *Kentucky's Early Childhood Standards* are not designed to be used as an assessment tool, the need for assessing children's ongoing development and their ability to meet the standards is an important component of the early care and education system within Kentucky. Therefore, an individually and developmentally appropriate approach to continuous assessment across the diverse programs serving young children and families in the state was needed.

To this end, a statewide Work Group representing the diverse early childhood field was established and charged with developing recommendations to be used statewide by programs serving young children and their families in order to help them:

- develop a continuous assessment process,
- measure child progress and improvement related to *Kentucky's Early Childhood Standards*,
- address children's need for additional assessment and diagnosis of specific developmental delays, disabilities, or special needs, and
- measure effectiveness of programs in serving young children and their families.

To facilitate the work of the group, the following *principles* were used:

1) The recommendations from The National Education Goals Panel (1998) to include only assessments that:

   - Bring about benefits
   - Are tailored to a specific purpose
   - Are reliable, valid and fair for a particular age
   - Are age-appropriate in content and method
   - Are linguistically appropriate
   - Use families as a valued source of and audience for assessment information

2) The recommendation from the National Association for the Education of Young Children (NAEYC) & the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003):

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs**,** use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: **(**1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

3) The recommendations provided by the Division for Early Childhood of the Council for Exceptional Children (DEC, 2001) for children who have been identified as having a disability or special needs, including key features related to inclusion of families as partners in the assessment process and ensuring that assessment instruments meet high standards. Standards for assessments include:

   - utility across multiple and interrelated purposes,
   - acceptability by both professionals and family members,
   - authenticity of tasks (i.e., real behavior in real contexts),
   - collaboration in conducting assessments across team members,
   - convergence of information that is functional, valid and reliable,
   - ability to accommodate individual differences,
   - sensitivity to small increments of change, and
   - congruence of validation processes with children for whom the assessment will be used.

Approach Used to Develop Assessment Recommendations

In order to accomplish the charge set forth, the Work Group met from December 2003 through April 2004. The Work Group began the development process by a) conducting a review of the current child standards, b) reviewing the literature for recommended practices in

assessment, and c) determining key desired features that would need to be included in a continuous assessment process. The next step was the determination of criteria for appropriate assessment tools, including critical aspects related to technical adequacy (e.g., reliability, validity).

Once components of the assessment guide were determined and criteria for review established, the group gathered information about assessment tools currently available and those that were in use across the state. All assessment tools identified were then evaluated based on the established criteria. A total of 79 instruments were reviewed.

Once instruments had been reviewed, the Work Group determined the most appropriate category for each assessment tool: screening, diagnostic, instructional. For those tools categorized as classroom/instructional, the publishers and/or Work Group members aligned or crosswalked items included on the assessment with the *Kentucky Early Childhood Standards.* These crosswalks then were reviewed by additional Work Group members to ensure that items were matched reliably.

The final task for the Work Group was to determine key information to be included in the assessment document. Once the format and content were determined, specific recommendations related to training, technical support and dissemination were identified.

Overview of Document/Layout

Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide is organized into several sections. Following this ***Introduction***, the next section provides an ***Overview*** of assessment and critical components of a continuous assessment system. Specific information is provided about the use of assessments as part of a general program design. Guiding principles for the assessment process are also outlined and discussed.

The next three sections outline specific types of assessment useful for three specific purposes: ***Screening***, ***Diagnostic,*** and ***Classroom/ Instructional***. Within each of these sections, the definition and purpose of the specific type of assessment is described, followed by recommended practices for conducting that level of assessment. Additional resources are provided. The ***Recommended Assessments*** section includes a) information on how to link assessment with program goals, and b) crosswalks that provide information on the relationship of

the standards and assessment tools in the curriculum/instructional section that have been recommended for use in Kentucky.

The sixth section provides information about ***Program Evaluation*** and how assessment information can be used to improve the quality of an early care and education program. This is followed by a section on ***Professional Development***, which describes the role of professional development in an assessment system design and implementation. Finally, an ***Appendix*** provides additional resources that may be helpful in designing an assessment system. Also included is a glossary of terms that are used throughout this guide.

Additional Resources

Marion, M. & Mindes, G., consulting eds. (2004, January). Links to online resources in assessment. *Beyond the Journal Young Children on the Web.* Retrieved February 24, 2004, from http://www.naeyc.org/resources/journal/2004/btj01/OnlineResources.pdf

Marion, M. & Mindes, G., consulting eds. (2004, January). Resources on assessment. *Beyond the Journal Young Children on the Web.* Retrieved February 24, 2004, from http://www.naeyc.org/resources/journal/2004/BTJ01/resources.asp

Martella, J. (2004, January). The words we use: A glossary of terms for early childhood education standards and assessments. *Beyond the Journal Young Children on the Web.* Retrieved February 24, 2004, from http://www.naeyc.org/resources/journal/2004/btj01/martella.asp

Maxwell, K.L. & Clifford, R.M. (2004, January). School readiness assessment. *Beyond the Journal Young Children on the Web.* Retrieved February 24, 2004, from http://www.naeyc.org/resources/journal/2004/btj01/Maxwell.pdf

Shillady, A.L. (2004, January). Choosing an appropriate assessment system. *Beyond the Journal Young Children on the Web.* Retrieved February 24, 2004, from http://www.naeyc.org/resources/journal/2004/btj01/shillady.ASP

Overview of Assessment

Assessment of young children is complex, having many components, and various purposes. The National Education Goals Panel (Shepard, Kagan, & Wurtz, 1998) identifies four purposes for assessment.

Purpose #1: ***Assessing to promote child learning and development.***
Purpose #2: ***Assessing to identify children for health and special services.***
Purpose #3: ***Assessing to monitor trends and evaluate programs and services.***
Purpose #4: ***Assessing developmental progress to hold individual children, teachers, and schools accountable.***

Each of these purposes, as well as their applicability to Kentucky's approach to developing an early childhood assessment system, will be discussed in this section. In this discussion of the assessment purposes and the types of assessment that your program should consider, a number of terms will be used. A glossary of terms is provided in the Appendix. Terms that might be unfamiliar to you are included in the glossary and are <u>underlined</u> in the text. However, there are also a set of key terms that are necessary to understand prior to continuing with this document. These terms are central to the development of a Continuous Assessment System and are defined here. It is important to note that some of these terms are defined differently for different populations. The definitions provided here present how these terms are interpreted and used throughout this document.

Continuous Assessment System – An assessment process that 1) includes both formal and informal assessments that are conducted on a regular basis, 2) is integrated with instruction at various times, 3) improves learning and helps guide and direct the teaching-learning process, 4) informs every aspect of instruction and curriculum (Kentucky Department of Education, March, 2004).

Informal Assessment (Nonformal) - A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using means other than standardized instruments (CCSSO, 2004). Information is collected on an ongoing basis at different times and across multiple environments, using a broad variety of quantitative and qualitative methods (Losardo & Notari-Syverson, 2001, p. 15).

Formal Assessments – A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using standardized instruments (CCSSO, 2004). Formal assessments yield information on a preset content and have specific guidelines for administration (Losardo & Notari-Syverson, 2001, p. 15).

Standardized assessment – a specific set of standardized tasks presented to a child to determine how well a child performs on the tasks presented. Standardization includes 4 components: standard materials, administrative procedures, scoring procedures, and score interpretation (Bailey, 2004).

Norm-referenced assessment - Provides information on how a child is developing in relation to a larger group of children of the same chronological age. Items are chosen based on statistical criteria, such as percentage of children who master a particular skill at a certain age or whether the item correlates well with the total test (Losardo & Notari-Syverson, 2001, p. 18).

Criterion-referenced assessment - measures the mastery of specific objectives defined by predetermined standards of criteria. Items are usually sequentially arranged within the developmental domains or subject areas. Numerical scores represent proportion of specific domain or subject area that a child has mastered (Losardo & Notari-Syverson, 2001, p. 18).

Curriculum-based assessment - curricular activities are provided for each assessment item. Used as direct means for identifying a child's entry point within an educational program and for refining and readjusting instruction. Assessment and curricular content are coordinated to address same skills and abilities. Repeated testing occurs over time to measure child's progress on these skills (Losardo & Notari-Syverson, 2001, p. 18).

Technical adequacy – information provided on the assessment tool related to reliability, validity and procedures used to ensure that the assessment is well constructed.

Valid - the extent to which the assessment tool measures what it says it measures.

Reliable - the extent to which the assessment will provide consistent information repeatedly. The assessment will provide the same information if you were to repeat the assessment on the same child.

Assessing to Promote Child Learning and Development

Professionals agree that the most important reason for assessing young children is to help them to learn. The primary purpose of this document is to provide a guide for early childhood programs as they develop and conduct a continuous assessment system that focuses on improving instruction for children, thus ***supporting*** their learning and ***aligning*** their learning with *Kentucky's Early Childhood Standards*.

Information gained from this type of assessment is used to make instructional decisions about individual children. Examples of this type of assessment are direct observations of children in authentic tasks and activities, samples of children's work, and interviews with caregivers and families.

Early childhood programs in the state must design continuous assessment systems that support their specific program goals and objectives, reflect *Kentucky's Early Childhood Standards*, and align with the K-12 *Program of Studies*. Additional information about assessment to promote child learning and development is included in the Classroom/ Instructional section of this document.

Identifying Children for Health and Special Services

Research evidence is clear that the earlier children with special needs are identified and intervention strategies are implemented, the more progress young children will make toward their learning trajectory. Information from this type of assessment process is used to qualify children for services through First Steps, Kentucky's Early Intervention System, as well as qualify three-and four-year-olds for special education services in state-funded preschool programs. Information from this assessment is also used as one of the initial components in the process to determine what specialized instructional services will be necessary for children with special needs in First Steps, state-funded preschool, or other programs.

Early childhood programs use screening instruments for all children to identify areas of concern, with follow-up referral to related professionals for more in-depth assessment and program planning. Additional information about assessments conducted to identify children with special health and educational needs are included in the Screening and Diagnostic sections of this document.

Assessing to Monitor Trends and Evaluate Programs and Services

This assessment information is gathered for groups of children and is used to make decisions about educational and social programs. Legislators will use this type of assessment information to help decide if the investment they have made in a program is yielding the results that they desire. For example, the Kentucky Education Reform Act (KERA) Preschool evaluation determined that the state funded preschool program helped participating children to make significant gains in their educational attainment (Kentucky Department of Education Preschool Program Report, 1997-98). Assessment information about Kentucky's HANDS voluntary home visitation program documents that the program results in more babies being born full-term, fewer babies being born with low birth weights, and participating families engaging in child abuse significantly less than families who were eligible but did not participate (Illback, 2004). The KIDS NOW third party evaluation has demonstrated that early childhood programs that are participating in more component parts of the KIDS NOW Early Childhood Initiative have higher quality programs (KIDS NOW, 2003).

These assessment results indicate to policy makers that their dollar investment is working to meet established goals. The results of this type of assessment are not directly seen by families and programs; however they can result in either reduced or increased funding for programs.

The Program Evaluation section of this document addresses meaningful ways to evaluate your program for improvement, but assessment to monitor trends and evaluate programs and services is beyond the scope of this document. If you would like additional information about this type of assessment consult the resources included at the end of this section.

Assessing Progress to Hold Children, Teachers, and Schools Accountable

This type of assessment is also known as "high stakes" accountability testing. This type of assessment is usually mandated by an external agency such as the federal government and can result in continued funding or de-funding of particular programs. The federal legislation No Child Left Behind is an example of a federal requirement for this kind of assessment. However, experts agree that this ***"high stakes" accountability testing is not appropriate until the end of third grade*** or preferably fourth grade (Shepard, Kagan, & Wurtz, (1998). It is well accepted that before age eight, standardized achievement measures are not sufficiently accurate to be used for high stakes decision making (McCormick & Nellis, 2004, Shepard, Kagan, & Wurtz, 1998). A thorough discussion of the use of these standardized achievement measures for this purpose is

beyond the scope of this document. Additional information can be obtained from the resources provided at the end of this section.

In developing a continuous assessment system for a program, there are a number of recommended practices that need to be considered. Specific practices for each of the types of assessments and purposes discussed in this guide are provided within the appropriate section. However, the following guiding principles and values proposed by The National Association for the Education of Young Children (NAEYC, 2003) are appropriate for each purpose and can assure a truly integrated, effective system of early childhood curriculum, assessment, and program evaluation:

- Belief in civic and democratic values
- Commitment to ethical behavior on behalf of children
- Use of important goals as guides to action
- Coordinated systems
- Support for children as individuals and as members of families, cultures, and communities
- Respect for children's abilities and differences
- Partnerships with families
- Respect for evidence
- Shared accountability

These Guiding Principles and Values are described in more detail in the document, "Early Childhood Curriculum, Assessment, and Program Evaluation – Building An Effective, Accountable System in Programs For Children Birth Through Age Eight," located in the Appendix section of this document.

Additional Resources

Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In Handbook of early childhood intervention. 2nd. Ed., Eds. J. P. Shonkoff & S. J. Meisels, 387-415. New York: Cambridge University Press.

National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)(2003). Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. Washington, DC: NAEYC.

National Association of School Psychologists (NASP) (2002). Position statement on early childhood assessment. Betheseda. MD: Author. Online: www/nasponline.org/Information/pospaper.eca.html.

National Research Council & Institute of Medicine. (2000). From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Eds. J. Shonkoff and D. Phillips, Board of Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Sandall, S. McLean, M., & Smith, B. (2000). DEC recommended practices in early intervention/early childhood special education. Longmont, CO: Sopris West.

Shepard, L. Kagan, S., & Wurtz, E. (1998). *Principles and Recommendations for Early Childhood Assessments.* Washington, D.C.: National Educational Goals Panel. Available: ***http://www.negp.gov***.

Using Screening Assessment in Early Childhood Programs

Screening is defined as "the use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks" (Council of Chief State School Officers (CCSSO), 2004). This section provides information on screening instruments that provide general information about the current status of young children's overall health and development. Recommended practices for screening, as well as a list of recommended screening tools are provided.

Purpose

An effective, efficient, and appropriate screening process is an important component of all early childhood continuous assessment systems. Luehr and Hoxie (1995) suggest that the goal of early childhood screening is to identify normal aspects of a child's health and development, while sorting out potential problems that need further assessment and follow-up. Screening of young children is only one part of a larger early childhood continuous assessment system that your program has in place or will develop.

Early childhood screenings are brief, cost effective, and provide a snapshot of each child. Appropriate screenings will identify children's developmental levels at a point in time. This brief assessment procedure is designed to identify children who should receive more extensive assessment or diagnosis (Meisels & Provence, 1989). Therefore, once potential concerns are identified, programs need to be prepared to act on those concerns. "Screening is always linked to follow up" (NAEYC & NAECDS/SDE, 2003) for those children who are identified as needing further assessment.

There are two broad ways in which early childhood screening may be conducted. One way is a community screening. This type of screening is broad-based, widely publicized, and is conducted at one point in time (e.g., annually). It generally involves collaboration among several community agencies (e.g., local health department, Head Start, preschool, First Steps, etc.) and is designed to include as many children as possible within the targeted age group. The general purpose of this type of screening is to identify children who may not be meeting developmental milestones and who would benefit from further assessment and possible services from a community program. These efforts may also be described as child find efforts which are targeted efforts to identify children for inclusion in specific programs such as Head Start or early intervention (First Steps). .

The second way in which screening is conducted is within a particular program or classroom. This type of screening targets children already being served by an early childhood program and is designed both to determine the general developmental status of the children and to identify any children who may need to be referred for further assessment. When screening is conducted within a program, the administrators must decide if it will be a one-time event (e.g., conducted once a year) or if screening will occur periodically. For example, a director may decide that children who are at-risk or who have demonstrated borderline results on screening may need to be re-screened in three (3) months. The latter permits tracking of the progress of each child and gives a more complete picture of the child's developmental status over time. However, it cannot be overstated that screening tools provide only a broad measure of developmental status.

For both community screening and screening conducted within a program, the option exists to track a child (i.e., to carefully observe the developmental progress of a child for a period of time and then re-screen) instead of or prior to the referral of a child for further assessment. This strategy is useful for children whose scores on the screening instrument are borderline or who may be experiencing extenuating circumstances that currently affect their developmental status and progress, but which may be short in duration. Administrators, therefore, need to set guidelines in advance for the criteria that will be used to determine which children will be referred for further assessment and which ones will be tracked, as well as the timeline and procedures for re-screening.

For the purposes of this *Guide*, screening tools included in this section are those that meet the criteria below. These criteria will be helpful to you in selecting a screening tool that best meets the goals and objectives of your particular program.

- The publisher provides adequate information about technical adequacy (this is the term we defined earlier) of the screening instrument.
- The screening tool has a positive track record and should not over or under identify children.
- There are opportunities for families to be included in the screening process.
- The screening tool requires a brief amount of time to administer.
- The screening tool is easy to score.
- The screening instrument assesses all domains.
- The screening process and tool is appropriate for all ages within the early childhood years.
- The screening process and tool is appropriate for diverse learners.
- The cost of the screening instrument, both for purchase and for on-going use, is not prohibitive to programs.

- The screening instrument is appropriate for use by professionals, paraprofessionals and volunteers with basic training.
- Training and training materials for the screening is readily available.

In addition to these criteria, strong consideration was given to screening instruments currently used by Kentucky programs.

Please note that since the purpose of this *Early Childhood Assessment Guide* is to recommend component parts of a comprehensive, continuous assessment system for early childhood programs that addresses multiple developmental domains; single domain screening instruments have not been included in this section. However, single domain screening instruments may be used appropriately by programs for specific purposes (e.g., DECA)

Recommended Practices

Screening is an important part of any early care and education program. The early identification of a child who may need additional support or assistance is helpful to all those who will be working with the child, including the family. The first step in planning for a screening event is determining what children are to be screened and the developmental areas to be screened. Then a screening instrument can be selected which matches the characteristics of the children and the targeted areas of development. A number of recommended practices have been identified through the professional literature and publications of early childhood professional organizations for selecting and using screening instruments (McLean, Wolery, & Bailey, 2004; Division for Early Childhood Recommended Practices, 2001). These include the following.

- Screening instruments are <u>norm referenced</u> and <u>standardized</u> in administration.
- Data is available to indicate that the instrument is both <u>reliable</u> and <u>valid</u>.
- Families have opportunities to provide input during the screening process.
- The information about the child is gathered from a variety of sources (families, early childhood educators, First Steps providers) and methods (direct testing, interview, observation, etc.).
- Screening instruments are both culturally and linguistically sensitive.
- The screening may be administered by trained paraprofessionals and volunteers, unless the publisher specifies other wise.

Once you have chosen an appropriate screening instrument, the following steps need to be considered in planning for the screening event (Nuttall, Romero, & Kalesnik, 1992)

- Identify the specific ages of the children to be included
- Determine where and when screening will occur

- Decide the time of day screening occurs
- Determine the length of the screening event
- Identify the instruments and other sources of information
- Determine the match of administration procedures to child/community/background characteristics
- Identify the roles of professionals, paraprofessionals, families, and volunteers
- Communicate results
- Determine procedures to ensure confidentiality
- Obtain parent permission to screen, when applicable

After you have completed the screening process with the children in your program, some children may be referred for further diagnostic assessment; and all children will participate in your classroom/instructional assessment. Results of the screening are communicated to appropriate staff and administrators, as well as family members.

The purpose of screening instruments is clear as indicated above. However, there are uses of screening instruments that are not appropriate. Some of these are included below.

1) It is not appropriate to use screening instruments with children who have diagnosed disabilities or an established risk condition who are already receiving special services. Children in these categories will have an Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP). Early childhood program staff will want to learn about and participate in the development and revision of these plans, and include the outcomes, goals, and/or objectives included in these plans in the early childhood programming/instruction.
2) Results from screening instruments should not be used for instructional planning. Screening instruments determine which children need to be referred for further diagnostic assessments. To find out about appropriate assessment strategies for instructional planning refer to the Classroom/Instructional section of this *Early Childhood Assessment Guide*.
3) The results obtained from screening instruments should not be used as an indicator of program effectiveness. The purpose of a screening instrument is to identify children who may need additional assessments to identify special needs.
4) And finally, screening instruments cannot be used as a tool to diagnose a disability. Diagnostic instruments administered by appropriate professionals are part of the assessment and the only way to determine a diagnosis and eligibility for services.

State and Federal Requirements

A number of early care and education programs are required through regulation to provide some level of screening for the children they serve. These programs include Head Start, state funded preschool, and First Steps.

First Steps, Early Intervention

Regulations governing screening for infants and toddlers suspected of having a disability are 911 KAR 2:110, which requires that the First Steps program participate in child find services in collaboration with the Local Education Agency (LEA). All professionals and others who suspect a child may have delays are required to refer the child to the early intervention system Point of Entry (POE) staff within two days. (POE) staff are required to conduct an initial screening of children via interview with the family during the initial contact. The Kentucky Administration Regulations related to educational services can be found at: http://www.lrc.state.ky.us/kar/frntpage.htm

Head Start

Regulations governing evaluation and assessment for Head Start programs are the Code of Federal Regulations, Title 45, Volume 4, 45CFR1304.20. Screening in Head Start is to take place for each child within 45 days of enrollment and will include hearing, vision, behavior, and developmental screens. The Head Start regulations and Performance Standards can be found at the Head Start Bureau Website: http://www.acf.hhs.gov/programs/hsb/performance/

State-Funded Preschool

Regulations governing evaluation and assessment for state-funded preschool children are 704 KAR 3:410. Screening is defined as a systematic process for determining which children from the general population may need further evaluation in a particular area. Screening must be completed within 30 days of enrollment. Screening includes the following areas:

Developmental Screening	Health Screening
Gross/Fine motor	Growth
Cognitive	Vision/Hearing
Communication	Immunization Status
Self Help	General Health Status
Social-Emotional	

KRS 156.160 requires a vision examination by an optometrist or ophthalmologist no later than January 1 of the first year that a child is enrolled in public school, public preschool or Head Start program located in the public schools. The Kentucky Administration Regulations related to evaluation and assessment can be found at: http://www.lrc.state.ky.us/kar/frntpage.htm.

Even Start

The statutory authority for evaluation and assessment for children participating in the Even Start program is Title 1, Part B, subpart III of No Child Left Behind. SEC. 1235 (2) requires that **e**ach program include screening and preparation of parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counseling, other developmental and support services, and related services.

Recommended Screening Instruments

The following screening instruments are recommended as you review/develop the screening component of your early childhood continuous assessment system.

- **Ages and Stages Questionnaire (ASQ)**, and **Ages and Stages Questionnaire - Social Emotional**, **(ASQ:SE)** Brookes Publishing Company
- **Brigance Infant & Toddler Screen**, Curriculum Associates, Inc.
- **Brigance Early Preschool Screen**, Curriculum Associates, Inc.
- **Brigance Preschool Screen,** Curriculum Associates, Inc.
- **Denver II**, Denver Developmental Materials, Inc.
- **Developmental Observation Checklist System (DOCS),** PRO-ED
- **Developmental Indicators for the Assessment of Learning (DIAL) III**, American Guidance Service, Inc.
- **Learning Accomplishment Profile (LAP - D) Screen**, Kaplan Early Learning Co.

Additional Resources

- **First Steps Technical Assistance Teams and Early Childhood Regional Training Centers -** Several screening instruments are located in the libraries of the First Steps Technical Assistance Teams (TATs) and Early Childhood Regional Training Centers (RTCs). These can be checked out for brief periods of time for informational purposes or for use in screening. The staff of the TATs and RTCs also are resources for further information about various screening tools and, in some cases, are able to provide training in their use.

Using Diagnostic Assessment in Early Childhood Programs

One of the major purposes of assessment is to identify children who may need additional services (Kagan, Scott-Little, & Clifford, 2003). As discussed in the previous section, screening instruments are used to identify children who may need further assessment. This section addresses those diagnostic assessment tools that may be used when screening results indicate a concern about a child's health or developmental status. Diagnostic assessment tools are defined as those that are designed to provide information about a child's health or developmental status (typically as compared to other children of the same age) and may be used to establish eligibility for special services. Two specific types of assessments tools will be discussed: multi-domain and single domain. Recommended practices for using diagnostic instruments are provided, as well as a list of recommended diagnostic assessment tools.

Purpose

Diagnostic assessment tools refer to those instruments that have been designed to help identify specific areas in which children are not making progress or where they are significantly below developmental norms. Traditionally, diagnostic assessment tools are used to assist with determination of eligibility for services under the Individuals with Disabilities Education Act (IDEA) (e.g., early intervention or First Steps and preschool special education services) and other programs that provide specialized services to young children (i.e., mental health). These types of assessment tools provide a mechanism for analyzing the nature and degree of developmental difficulties and can then be used to provide information to guide the initial development of an individual treatment plan, an IFSP or IEP.

The use of an assessment process which incorporates outcomes from multiple measures, multiple settings (most importantly those with which the child is familiar and comfortable) and multiple informants (people who know the child well such as family members and people familiar with a child's culture) is always recommended (Neisworth & Bagnato, 2000) and can be used to gather data for eligibility determination. This type of assessment process is most appropriately used by a team of professionals and family members. In fact, **most of the assessment tools included in this section will not be administered by early childhood classroom personnel**.

For the most part, these types of instruments require additional specialized training in test administration and/or training that is specific to the domain(s) of development that are being

assessed. Therefore, administration of these assessments will most likely be conducted by a professional from a discipline specific to the domain (e.g., licensed speech pathologist will administer language instruments) or in the case of multi-domain assessment tools, by a licensed psychologist who has been specifically trained in test administration. However, these professionals should be part of a team which includes the early childhood educator and family members. An informed team decision, based on information from multiple observations of children in natural environments and typical routines will produce the most accurate and valid decisions for eligibility determination.

For the purposes of this *Guide*, diagnostic assessment tools included in this section are those that meet the following criteria.

- The instrument has been normed for a range of ages from birth to age five.
- Information available on the technical adequacy or psychometric properties is well described, and indicate that the tools are valid and reliable.
- The assessment addresses multiple domains[1].
- Clear information is provided on qualifications for administration and training that is available.
- The cost of the instrument, both for initial use and for ongoing data collection, is not prohibitive for local programs.
- The assessment yields a standard score.
- The time needed to administer the assessment is not prohibitive.
- The assessment is currently in use by programs across the state.

The instructional manuals for many of the assessments that were reviewed by the Work Group indicated that the assessment tools have multiple purposes. For instance, an assessment tool may be used for general screening of a group of children in a single domain, but also may provide standardized scores that could be used for diagnostic purposes, and finally, may include specific strategies to address areas of concern within a program or classroom (e.g., DECA). The Work Group decided that assessment tools which are difficult to categorize because they may address multiple purposes may not meet the criteria for inclusion in the screening or classroom/instructional sections (i.e., did not cover multiple domains), they would be included in the Diagnostic Section, but within a single-domain component of the section. While these assessments are included under the category of Diagnostic, they may also be used for the other purposes designated by the publisher (i.e., screening or instructional programming).

[1] Due to the number of instruments that met the other criteria but were specifically designed to address one domain, a single domain category was created and included within this document

Recommended Practices

Assessment is an essential part of any early childhood program. When conducting assessments, you must use assessment tools that are individually, culturally, and linguistically appropriate and that measure children's strengths, developmental status, progress, and needs. Having this type of information is essential if your program is to be successful in promoting children's development and learning (Jones, 2003; McAfee & Leong, 2002; Meisels & Atkins-Burnett, 2000; Stiggins, 2001, 2002). Standardized and norm-referenced assessments for young children are appropriate **only** in situations for which they are potentially beneficial to the child and family (NAEYC & NAECDS/SDE, 2003). An example would be the identification of a disability.

There are legitimate concerns and issues that must be addressed if you choose to use results from standardized, norm referenced assessment formats as part of your assessment systems (Sandall, McLean, & Smith, 2000), particularly if you want to use these types of assessments with very young children. While the validity and reliability of these tests appear to improve as children get older, there are still significant concerns with their use for children from birth through age nine, more than ever when they are used as a sole source of information and in situations where additional information provided by more authentic instruments and procedures are not included (Bredekamp & Copple, 1997; Shepard, Kagan, & Wurtz, 1998). In fact, federal language prohibits the use of these assessments as the single instrument in the determination of eligibility for special education services (see nondiscriminatory mandates in IDEA).

When assessing young children it is important to remember that the behavior of young children is strongly influenced by biology – when they last ate, had a nap and so forth. In addition, young children often are just learning to communicate. Their limited communication skills may interfere with their ability to respond to or understand verbal directions or instruction. Young children are easily distracted and often possess short attention spans. Sometimes young children are fearful of adults they don't know well and have difficulty separating from family members or familiar adults. Finally, young children are just beginning to understand social relationships and may demonstrate a lack of compliance to directions from an adult. Therefore, the outcomes from standardized or norm referenced assessments only, must be considered with great caution.

Given these issues, it is critical that all assessment activities be guided by ethical principles (NAEYC, 1998) and professional standards of quality (American Education Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME), 1999). This is especially true when the assessment information will be used to include or exclude children from specialized services or supports. Therefore, you and your staff will want to consider the following recommendations from the NAEYC Position Statement on Curriculum, Assessment and Program Evaluation (2003) and the Division for Early Childhood Recommended Practices in Assessment (2000) when using diagnostic instruments.

- You and your staff should use only those assessment tools for which you are properly trained. Different diagnostic instruments require different levels of training and education. Many of these assessment tools require very specialized training and certification.
- Assessments should be used only for the purposes for which they were developed and with populations for which they were designed and validated.
- Parents and family members should be active participants and partners in the assessment process. Information is best gathered from those who have the most direct contact with the child.
- Assessment instruments should be compatible with the both the behaviors and interests of the child. Assessments that are conducted in environments that represent the child's natural context provide the most accurate and reliable results.
- Information gathered through standardized, norm-referenced assessment should be supported with information from other sources and should never be used in isolation.

Accurate evaluation and assessment is critical to good interventions and classroom/instructional programming. While these terms are often used interchangeably, they serve two different purposes. Evaluation may be defined as the procedures used to determine a child's initial and continued eligibility for services; assessment is the ongoing process used by qualified personnel throughout the period of a child's eligibility to identify the family's resources, priorities, and concerns as well as the child's unique needs (McLean & McCormick, 1993).

Federal and State Requirements

A number of early care and education programs operating within the state have specific regulations related to diagnostic evaluation and assessment. These programs include the First Steps program, Head Start, and state-funded preschool programs.

First Steps - Early Intervention

The statutory authority for evaluation and assessment for infants and toddlers suspected of having a disability is KRS 194A.030(7), 194A.050, 200.660(7), 200.650-676, 34 C.F.R. 303.322, 20 U.S.C. 1474, 1475(a)(10). A child referred to the First Steps Program must be evaluated to determine eligibility and, effective January 1, 2004, must be evaluated on an annual basis to evaluate progress while in the program. A determination of initial eligibility, assessments in the identified area of delay, and the initial IFSP team meeting shall occur within forty-five (45) calendar days after initial referral. Families must be included in all phases of the process. The Kentucky Administration Regulations (KAR) related to educational services can be found at: http://www.lrc.state.ky.us/kar/frntpage.htm

Head Start

Regulations governing evaluation and assessment for Head Start programs are the Code of Federal Regulations, Title 45, Volume 4, 45CFR1304.20. For infants and toddlers who are suspected of having a disability, Head Start staff are expected to coordinate needed evaluations with the early intervention programs within the community. They must also support parent participation in the evaluation and IFSP development process for infants and toddlers enrolled in their program. In addition, staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child (see 45 CFR 1304.20(b), 1304.20(d), and 1304.20(e)). The Head Start regulations and Performance Standards can be found at the Head Start Bureau Website: http://www.acf.hhs.gov/programs/hsb/performance/

State-Funded Preschool

Regulations governing evaluation and assessment for state-funded preschool children who are suspected of having a disability are 707 KAR 1:300: Child find, evaluation, and reevaluation. The Local Education Agency (LEA) shall ensure that a full and individual evaluation is conducted for each child considered for specially designed instruction and related services prior

to the provision of services. The results of the evaluation shall be used by the Admissions and Release Committee (ARC) in meeting the requirements for developing an IEP as provided in 797 KAR 1:320. The Kentucky Administration Regulations (KAR) related to educational services can be found at: http://www.lrc.state.ky.us/kar/frntpage.htm

Recommended Assessments

Based on review of assessment tools available using criteria presented above, the following instruments have been recommended as appropriate for use within the state of Kentucky. These instruments are categorized in one of two ways. Single-domain instruments are those that assess one specific area of development or one domain. Multi-domain instruments are those that can be used to assess children's development across domains or developmental areas.

Multi Domain

Diagnostic

- **Batelle Developmental Inventory** (BDI), Riverside Publishing, Inc.
- **Bayley Scales of Infant Development** (BSID-III), The Psychological Corp.
- **Developmental Assessment of Young Children** (DAYC), PRO-ED
- **Learning Accomplishment Profile – Diagnostic** (LAP – D), Kaplan Early Learning Co.
- **Merrill Palmer Revised Scales of Development**, Stoelting, Co.
- **Mullen Scale of Early Learning**, American Guidance Service, Inc.
- **Pediatric Evaluation of Disability Inventory** (PEDI), Center for Rehabilitation Effectiveness
- **Scales of Independent Behavior – Revised** (SIB – R), Riverside Publishing
- **Vineland Adaptive Behavior Scales** (VBAS), American Guidance Service, Inc.

Single Domain

Motor

- **Peabody Developmental Motor Scales** – Second Edition (PDMS-2), PRO-ED

Language

- **Clinical Evaluation of Language Fundamentals** (CELF), The Psychological Corp.
- **Comprehensive Test of Phonological Processing**, American Guidance Service, Inc.
- **Goldman Fristoe Test Articulation**, American Guidance Service, Inc.
- **Expressive Vocabulary Test**, American Guidance Service, Inc.
- **Kaufman Survey of Early Academic and Language Skills** (K SEALS), American Guidance Service, Inc.
- **Oral Written Language Scale** (OWLS), American Guidance Service, Inc.
- **Peabody Picture Vocabulary Test III** (PPVT-III), American Guidance Service, Inc.
- **Preschool Language Scale IV** (PLS-IV), The Psychological Corp.
- **Rossetti Infant-Toddler Language Scale III**, Linguisystems

Social

- **Social Competence and Behavior Evaluation – Preschool Edition**, Western Psychological Services
- **Vineland Social Emotional** (SEEC), American Guidance Service, Inc.

Cognitive/IQ

- **Differential Ability Scales** (DAS), The Psychological Corp.
- **Stanford Binet – Fourth Edition,** Riverside Publishing Co.
- **Wechsler Preschool and Primary Scale of Intelligence** (WPPSI) – III, The Psychological Corp.

Behavior

- **Behavior Assessment System for Children** (BASC) **– Preschool,** American Guidance Service, Inc.
- **Connors Rating Scale – Revised,** MHS
- **Devereaux Early Childhood Assessment** (DECA), Kaplan Early Learning Co.
- **Temperament and Atypical Behavior Scale** (TABS), Brookes Publishing Co.

Reading/Literacy

- **Test of Early Reading Ability** (TERA) III, PRO-ED

Math

- **Test of Early Math Ability** (TEMA) III, PRO-ED

Using Classroom/Instructional Assessments in Early Childhood Programs

The most complex part of an assessment system, but one that will yield the most meaningful results, is the assessment process that 1) happens on a daily basis, 2) is embedded in the regular curriculum and schedule, and 3) results in instructional changes that improve child outcomes, to help children meet the benchmarks outlined in *Kentucky's Early Childhood Standards*. This section provides specific information on the use of classroom/instructional assessments as a means of improving classroom practices, instruction and outcomes for children.

Classroom/instructional assessment is defined as "an ongoing process of observing a child's current competencies (including knowledge, skills, dispositions and attitudes) and using the information to help the child develop further in the context of family and caregiving and learning environments" (Council of Chief State School Officers (CCSSO), 2004). This section provides information on the purpose of classroom/instructional assessment, discusses the process and methods for developing a continuous assessment process, and give specific information on recommended practices related to collecting and reporting assessment information. Recommended tools for classroom/instructional assessment are presented.

Purpose

In this section, we discuss the purposes of classroom/instructional assessments. These purposes include 1) to identify the individualized needs of children to inform curriculum planning, 2) to develop individualized plans (e.g., IFSPs, IEPs) and 3) to inform families and other team members (such as teaching assistants) of child developmental status. Classroom/instructional assessments are a critical part of the continuous assessment system.

"Assessment is a way of ensuring that children are making progress," (Dodge, Herriman, Charles, & Maiorca, 2004, p. 22). Children's development and learning are continuous and gradual; a continuous assessment system enables professionals to daily identify what knowledge individual children have acquired and in what areas they need additional support. This information can then be strategically used to plan and revise day-to-day curriculum and to chart longer-range plans. Accurate assessment information will also help early childhood educators to contribute to the design and implementation of individualized instruction and effective IFSPs and IEPs.

Recommended Practices in Classroom/Instructional Assessment

Children's learning is complex. Therefore, early childhood educators cannot assess or document each time a child exhibits a new behavior, skill or acquired knowledge. Early childhood programs must instead focus, select, and sample behaviors which are congruent with program and family goals (Stiggins & Conklin, 1992). A program's goals and objectives will also provide guidance as early childhood educators develop a continuous assessment system. An assessment system must align with program outcomes, standards, aims, goals, and/or objectives and classroom or individual instruction.

There are several critical steps in designing this component of your continuous assessment system. First, programs must plan to gather information for all the major developmental domains or dimensions of development. The National Education Goals Panel (Kagan, Moore, & Bredekamp, 1995) identified five critical dimensions:

- Physical well-being and motor development
- Social and emotional development
- Approaches toward learning
- Language development
- Cognitive and general knowledge

Your program may call the learning domains by different names, but all need to be included in your continuous assessment system. Even if your early childhood program emphasizes one or two developmental areas more than others, research demonstrates that the domains interact to effect learning. A child's poor motor development will not only be evident on the playground, but in the classroom as well. "Assessment should be holistic, including multiple domains of a child's development, taking individual and cultural differences into account" (School Readiness in North Carolina, 2000).

Second, tools for assessing young children's progress must be: clearly connected to important learning represented in the *Kentucky Early Childhood Standards*; technically, developmentally and culturally valid; and yield comprehensive, useful information (Harrington, 2000). Third, classroom/instructional assessment should provide outcomes that also match family goals and cultural preferences. The objectives generated from these assessments must be valued by family members, their community, and culture.

Finally, screening and diagnostic assessment tools will not provide information sufficient for the purposes of classroom/instructional program planning. The outcomes or information

necessary to make good decisions about screening, eligibility, and program planning are quite different.

Our goal in this section is to provide guidance to programs as they revise and/or develop an early childhood assessment system that is aligned with the *Kentucky Early Childhood Standards* and their program goals and classroom/instructional practices. There are several other important practices that must be addressed in the assessment process. Assessments should:

- address all relevant domains, measure developmentally appropriate skills, learning strategies, and learning styles, and be conducted in natural, authentic situations;
- be ongoing and closely related to curriculum development and program planning, and provide [early childhood educators] with guidance for how to design child-centered curriculum (Bredekamp & Rosegrant, 1995);
- result in information that is useful in planning children's experiences and making decisions (Bagnato, Neisworth, & Munson, 1989; Bredekamp, & Rosegrant, 1995);
- result in determination of both skills and processes that young children need to learn (Bredekamp & Rosegrant, 1995);
- involve multiple informants, including the family (Bagnato, Neisworth, & Munson, 1989; Bredekamp, & Rosegrant, 1995) and yield understandable information that is easily related to families and other team members;
- help [early childhood educators] modify environments and practices in order to maximize child learning (NAEYC & NAECDS/SDE, 2003);
- yield understandable information and data easily related to families;
- help program staff identify children for more focused intervention (NAEYC & NAECDS/SDE, 2003); and
- provide information that is used to benefit children

Methods of Collecting Continuous Assessment Information

There are several methods that can be used to gather information about children. These methods are teacher mediated (facilitated), child centered, embedded in the curriculum, ongoing and cumulative, and based on multiple theories and knowledge about child growth and development (Puckett & Black, 2000). "Ongoing assessment is the process of gathering information in the context of everyday [routines and] class activities to obtain a representative picture of children's abilities and progress" (Dodge, Herriman, Charles, & Maiorca, 2004, p. 21). Authentic assessment strategies are the preferred method of conducting assessments for young children. Authentic assessment (or performance-based assessments) are defined as "any assessment strategy designed to estimate a child's knowledge, understanding, ability, skill and/or attitudes in a consistent fashion across individuals emphasizing methods other than standardized

achievement tests, particularly those using multiple choice formats" (Dodge, Herriman, Charles, & Maiorca, 2004, p. 21).

There are four primary *methods* your program can use to conduct classroom/instructional assessments using a performance or authentic approach: observation, interview, evaluating children's work, and direct testing (McLean, Wolery, & Bailey, 2004; Meisels & Fenichel, 1996; Bagnato, Neisworth, & Munson, 1997). Recommended practice would suggest that all of these methods are important in classroom/instructional assessment. The processes used within each of these methods can vary from informal to more structured and formalized. All of these methods can be a part of your early childhood continuous assessment system; however, they should include normal routines and classroom activities and be directly relevant to instructional decisions to help children make progress and monitor their progress toward developmental goals.

Observation

The use of systematic observation in early childhood settings and natural environments can yield valuable information that is collected through focused watching and listening of children's verbal and nonverbal behavior. According to Dichtelmiller et al. (2001), "Observation is defined as watching or regarding with attention or purpose in order to see or learn something. Observation allows us to learn about children by carefully watching them, listening to them, and studying their work (p.22)." Dichtelmiller et al. offers the following suggestions for observing young children:

- Ask questions that encourage them to describe their thinking,
- Listen to them as they describe how they made decisions and solved problems,
- Watch them as they play and work with materials and other children,
- Hold conferences with them about their work,
- Listen as they talk with others informally an during group discussions,
- Study their work (e.g. projects, writing, drawings, reports, learning logs, journals).

Systematic observations can be recorded in a variety of ways:

- Anecdotal records/notes
- Checklists
- Participation charts
- Frequency counts
- Inventories
- Rating scales
- Time sampling
- Event sampling

Accuracy and consistency by early childhood educators in completing data records is essential to ensure the trustworthiness of authentic assessments. In order to assure the needed accuracy and consistency, early childhood programs must plan for training opportunities provided by Kentucky's colleges and universities, the First Steps Technical Assistance Teams, Regional Training Centers, Child Care Resource and Referral Agencies, professional conferences and institutes, and other professional development activities that meet the program's goals.

Interviews

"Assessments of young children should not be limited to direct assessment of the child, but should also include information from parents and teachers" (School Readiness in North Carolina, 2000). To this end, interviews provide a good way to gather information about a child's current developmental status and progress from family members and caregivers who interact with the child on a regular basis. These interviews can be used to gather specific information about the child's abilities, to explore areas where the child may be experiencing difficulty, and to share the child's likes and dislikes. When conducting interviews, early childhood educators will first prepare for the interview by studying examples of the child's work over time; reading past observation notes on the child's behavior, interests, and special talents; being ready to share a positive perspective of the child for the families; and having ideas ready to encourage parent-program collaboration (Bredekamp & Rosegrant, 1995).

When conducting interviews with families, specific care should be taken to ensure that the interview is conducted in a culturally sensitive manner. If the interview is the first one conducted with the family, it's preferable to have it at the child's home—where the child and family are most comfortable—and at a time that is convenient for them. The early care and education professional should let the family know how information that is shared will be used and should assure family members of the confidentiality of their communication (Gestwicki, 2000, pp. 188, 192).

Specific recommendations (Gestwicki, 2000, pp. 242-264) for effective interviews follow.

- Explain the purpose of the interview.
- Plan for uninterrupted time.
- Plan for a private location.
- Set objectives and outline the items/topics to be covered.
- Help family members feel at ease.
- Begin with a positive attitude.
- Encourage family members to share information and expand on topics.

- Use good communication skills, such as paraphrasing, reflecting, active listening, and summarizing.

In addition, it is best avoid:

- Giving advice or rushing into solutions.
- Technical terminology.
- Assuming the role of the "expert."
- Negative or critical evaluations of the child's capabilities.
- Unprofessional conversation.

Evaluating Children's Work

"All [programs] should incorporate observations by [early childhood educators] and performance portfolios in the assessment and evaluation of young children" (National Educational Goals Panel, 1991, p. 10). Portfolio assessments are defined by CCSSO (2004) as "a collection of work, usually drawn from children's classroom work, which, when subjected to objective analysis, become an assessment tool. This occurs when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about children's learning."

Portfolios can fulfill many of the basic purposes of child assessment. A child's portfolio is an organized, purposeful collection of evidence documenting a child's development and learning over time. A child's portfolio can be contained in a box, folder, file, computer disk, or other containers. Valencia and Place (1994) identify four major types of portfolios.

- The showcase portfolio, which shows a child's best or favorite work.
- The evaluation portfolio, in which most of the contents are specified and scored.
- The documentation portfolio, which holds evidence of children's work and progress selected to build a comprehensive description of each child.
- The process portfolio, which contains ongoing work for a larger project, usually chronicled and commented on by the child.

Professionals select different types of portfolios depending on their purposes and what will best serve a particular group of early childhood educators and children (Murphy & Smith, 1990). For the assessment of children in early childhood programs, early childhood educators may also choose portfolio categories that correspond to the broad goals identified by the National Education Goals Panel (Kagan, Moore, & Bredekamp, 1995): physical well-being and motor development; social and emotional development; approaches toward learning; language development; and cognition and general knowledge. Other programs might choose the

traditional developmental domains of physical, cognitive, language, social emotional development, and adaptive. Yet another option may be to choose subject matter categories such as health and safety, social studies, science, mathematics, and language and literacy. There is no one way to construct a portfolio, and programs need to thoughtfully consider how they will build children's portfolios and for which/what purpose. In summary, performance or portfolio assessments can be conducted in an authentic way if the assessment meets the following criteria (Puckett & Black, 2000, p. 215):

- is performance based,
- capitalizes on the strengths of the learner,
- is based on real-life events,
- emphasizes emerging skills,
- focuses on purposeful learning,
- relates to instruction,
- is ongoing in all contexts – home, school, community,
- provides a broad and general picture of child's learning and capabilities,
- is based on authentic curricula, and
- celebrates, supports, and facilitates development and learning.

Constructing a portfolio using these criteria will ensure you have used an authentic approach to evaluating children's work.

Direct Assessment

There are times when it is appropriate and desirable to use direct assessment of children as a means to gather information about their growth and development. Direct assessment can involve demonstrations, written, or oral responses by children in response to a direct request by the early childhood educator. Publishers generally provide clear instructions on how items should be presented during the assessment process, including standardized procedures for conducting the assessment and scoring the assessment. While the general instructions for conducting the assessment is provided in the technical manuals for these assessment tools, training is needed prior to implementing an assessment for the first time. Specific information on the professional development needed in the area of assessment is found in the Professional Development section of this *Guide*. A direct assessment approach may be appropriate when:

1) a specific behavior or skill is difficult to observe in natural settings, or
2) a child performs better in a more structured environment, with less auditory or visual distraction.

It should be noted that the use of direct testing of children with standardized tests generally require that the early childhood educator have special knowledge and expertise to ensure correct administration and interpretations. It is more typically reserved for use in research or clinical settings or in collecting information to monitor child progress across time. This information is primarily comparison information; comparisons of the child's skills and behavior to other children of a similar age, other children in the same setting, or to previous or future behavior of the same child. These types of standardized assessments have limited use in improving instruction in early childhood environments, determining programming goals and objectives, planning curriculum and daily activities, or determining the interests and motivations of a child (Davis, Kilgo & Gamel-McCormick, 1998). The assessment must also be highly individualized and responsive to each child and family.

Classroom/Instructional Assessment Tools

The most common type of assessment tool or *instrument* used to inform classroom/programmatic decisions is c*urriculum-based.* Unlike diagnostic tools which compare a child's performance with the performance of a similar group of children, classroom/ instructional tools typically compare a child's performance with a criterion (Bricker, Pretti-Frontczak & McComas, 1998). Curriculum-based assessments are a type of criterion-referenced assessments which document child progress on a continuum of objectives, typically with a developmentally sequenced curriculum. Some criterion-referenced assessments help early childhood educators identify strengths and needs of the children, and can be used in combination with any curriculum, called curriculum compatible (Bagnato, Neisworth & Munson, 1997).

Other c*urriculum-based or curriculum-embedded assessments* are linked or unified with a particular curriculum, making it possible for early childhood educators to assess each child's developmental level and then easily identify curricular activities that address the child's needs, abilities or learning styles. These types of instruments primarily utilize *observation and interview* to gather information about child development. However, some of these assessment instruments also use examples of children's work and direct testing as methods for collecting information. These assessments provide programs with accurate information for planning classroom activities and for identifying individualized developmental goals for young children.

In addition, curriculum-based assessments provide opportunities for teams of professionals and families to work together because the procedures are flexible allowing each member to

administer tasks differently for individual children and to use the interaction style that best fits the child and family (Neisworth, Bagnato & Munson, 1997).

While curriculum-based assessment tools employ the use of a variety of methods, they still dictate use of standardized procedures if the outcomes are to be used to provide comparative data at weekly, quarterly, or annual intervals (Bricker, Pretti-Frontczak, & McComas, 1998). That means that the instruments are administered under prescribed conditions that dictate how, when, and by whom the instrument will be given so that the outcomes can be used for comparisons across programs for different children and across time for the same children. The results from these assessment instruments yield scores of a normative group of children (norm-referenced) or from a set of tasks or behaviors (criterion referenced). For the purposes of this *Guide*, the following criteria were used to determine appropriate assessment instruments to be used for classroom/instructional purposes.

- The instrument demonstrates technical adequacy.
- Results from the assessment yield functional goals.
- The assessment instrument addresses multiple domains.
- The assessment addresses diversity of learners.
- The assessment provides opportunities to use a variety of methods to collect data.
- The assessment covers a range of ages.
- Opportunities to involve families in the assessment process are provided.
- The assessment may to be administered by program staff with training.
- Both quantitative and qualitative data are provided.
- The assessment is currently in use by programs across the state.
- The cost of the instrument, both for initial use and for ongoing data collection, is not prohibitive.
- The time needed to administer the assessment is not prohibitive.

Assessment instruments that met these criteria include the following.

For All Children

- ***Assessment Evaluation Programming System*** (AEPS), Brookes Publishing Co.
- ***Brigance Inventory of Early Development***, Curriculum Associates, Inc.
- ***The Creative Curriculum***, Teaching Strategies, Inc.
- ***Early Learning Accomplishment Profile*** (E-LAP), Kaplan Early Learning Co.
- ***High Scope Child Observation Record*** (COR), High/Scope Educational Research Foundation
- ***Learning Accomplishment Profile 3*** (LAP 3), Kaplan Early Learning Co.
- ***The Ounce Scale***, Pearson Early Learning
- ***Transdisciplinary Play Based Assessment*** (TPBA), Brookes Publishing Co.
- ***The Work Sampling System*** (WSS), Pearson Early Learning

Designed for Children with Special Needs

- ***The Carolina Curriculum for Infants & Toddlers with Special Needs*** (CCITSN), Third Edition, Brookes Publishing Co.
- ***The Carolina Curriculum for Preschoolers with Special Needs*** (CCPSN), Second Edition, Brookes Publishing Co.
- ***Hawaii Early Learning Profile*** (HELP), VORT Corporation

These assessment instruments have been cross walked (aligned) with Kentucky's Early Childhood Standards to help programs make decisions as they revise and/or construct their early childhood continuous assessment system. These crosswalks can be found in the Recommended Assessment section of this document.

There are a number of assessment tools that offer a data management system as part of their overall assessment package (e.g., Work Sampling System, High Scope Child Observation System). These have been included in this document if they met the criteria described above for inclusion as a classroom/instructional assessment and if the assessment could be used separately from the data management system. However, there are also a number of data management systems that do not have an assessment tool included (e.g., COPA and the Galileo). These types of data management systems have not been included in this document.

Using Assessment Information Meaningfully

Building an early childhood continuous assessment system that will guide early childhood educators' instruction to improve children's learning and development is a complex process. However, programs should not be fearful of the process. Authentic performance assessment helps early childhood educators document and evaluate children's skills, knowledge, and behaviors using actual experience, activities, and products (Dichtelmiller, Jablon, Dorfman, Marsden, & Meisles, 2001). McAfee and Leong (1997) outline for early childhood programs the strategies to implement a continuous authentic assessment system. These authors suggest that programs begin gradually, starting with easy assessment techniques that are appropriate for young children (p. 165).

- Schedule activities so you have time to assess.
- Begin and proceed gradually.
- Start with easy, appropriate techniques.
- Stay organized and current.
- Make assessment a normal part of classroom life.
- Enlist the aid of other people.

When early childhood programs have invested limited program resources to collect authentic child information, it is critical that the information gathered through these assessments be used to improve instruction and optimize outcomes for children. While researchers report that a high degree of planning and organization is necessary to achieve the expected improvements in children's learning and development (Katz & Chard, 1989; Morine-Dershimer, 1990), much of the planning done by early childhood educators is not formalized or written (Clark & Yinger, 1987). Therefore, the following strategies can be helpful to you as staff use assessment information in program planning (McAfee & Leong, 2004.)

1. [Early childhood educators] need to ***refer to assessment information as they plan*** and make decisions about membership in small group activities, information to be covered in group time, and the amount of time that will be made available for investigation of a specific concept.

2. [Early childhood educators] need to ***allow enough time for thoughtful reflection,*** making initial notes to provide a framework and then gradually filling in the details in the day-to-day curriculum plan.

3. [Early childhood educators] need to ***plan ways to meet children's assessed needs.*** Accurate data can alert [early childhood educators] to specific areas where children need help to achieve their full potential and move toward meeting developmental milestones.

4. [Early childhood educators] need to deliberately **incorporate the wealth of information, resources, and strategies** available to support young children's learning. [early childhood educators] need to be familiar with professional materials available from professional organizations, in professional publications, and from professionals located in their region to access strategies such as scaffolding and guided participation that will support children's learning.

5. [Early childhood educators] are not alone in achieving the goal of children learning and developing. [Early childhood educators] need to ***plan for and with other people in the classroom.*** Classroom assistants, aides, families, grandparents, volunteers, older children and resource professionals offer a different perspective that are valuable in planning curriculum as well as implementing the curriculum.

Implementing an authentic continuous assessment system requires a ***balance between what you might like to do with what is possible.*** Set priorities for the implementation of the assessment system and begin with the easiest changes first. Start with obvious and critical needs.

Recommended Classroom/Instructional Assessments

In designing *Kentucky's Early Childhood Continuous Assessment Guide*, the ultimate goal was the identification of specific assessment tools and processes that could help you identify and measure the degree to which children are meeting *Kentucky's Early Childhood Standards*. This section provides specific information on how the assessment tools recommended by the Assessment Work Group are linked with *Kentucky's Early Childhood Standards* and how your program can identify those assessments that best meet your program goals, address the early childhood standards, honor family and cultural preferences, and support quality practices in assessment.

Linking Assessments with Program Goals

Classroom/instructional assessments recommended by the Assessment Work Group have been cross-walked or aligned with the Kentucky Child Standards. *Kentucky's Early Childhood Standards* are divided into two specific age groups: those appropriate for children from birth to three years of age, and those appropriate for children three and four years of age. To assist you with choosing an assessment that will provide data on whether children are meeting standards, we have provided two sets of matrices or grids: a *Standards and Assessment Matrix* and *Individual Assessment Crosswalks*.

The Standards and Assessment Matrix indicates whether a particular assessment tool has items that address the specific standards and benchmarks included in *Kentucky's Early Childhood Standards*. You can use this grid to help you identify if there are assessments that may be particularly useful given your program goals. Specifically, you should consider the following attributes of your program.

1) What is the ***age range*** of children that participate in your program? For instance, if your program is designed to provide care and education to only infants and toddlers, then you will want to focus on those assessments that address this population.
2) What is the **mission** of your program and what are your **goals**? As mentioned previously, it is important to gather information across all domains. In addition, if your program has a specific or unique focus (e.g., the arts, literacy) you may want to choose an assessment which is strong in the arts and literacy.

There may be other individual program goals or attributes beyond those that are mentioned here that you want to consider. In short, your continuous assessment process will be individualized for your program based on: age of children, service delivery model, staffing considerations, training needs, and cost. This process can be as individualized as you need it to be to develop your continuous assessment process.

Linking Assessments with Standards

It is important to note the information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children (Harrington, 2000). Keeping this in mind, once you have identified assessments that you think may meet the needs of your program, you can use the *Individual Assessment Crosswalks* to get a better idea of the items on the assessment that are used to help document whether a child has met a specific standard. These crosswalks are designed to match specific assessment items with each standard and benchmark. As you review these crosswalks, you will notice that many times there are numerous items included in an assessment tool that are linked with a particular standard. This is a positive aspect of the crosswalk process. Just as we do not want to use a single assessment or source of information to determine children's status or progress, an individual item on an assessment should not be used to determine whether a child has or has not met a standard or benchmark. Therefore, you will want to look for an assessment tool that links numerous items to a particular standard and benchmark.

Linking Assessments with Quality Practices

As mentioned in the previous section on Classroom/Instructional assessment, it is also important to determine which methods of collecting data are recommended by the publishers of specific assessment tools. For example, some assessments rely primarily on observation for gathering developmental information on children. These assessment tools are designed around assessing information in normal routines and classroom activities. Other assessment tools combine observations with portfolios, while others include interviews with family members as part of the information gathering process. Specific information about recommended methods can be obtained directly from the publishers and should be included in the assessment manuals.

Linking Assessments with Intervention

There are several steps that can be taken to link the assessment tool you have selected with the instruction or intervention you plan to implement within your program or classroom.

Step 1: Identify what needs to be assessed: "Cross-walk" state standards with curriculum based measure so that you will have developmental information on each child and can say with some confidence that the child is making progress on the measure.

Step 2: Identify assessment activities and develop activity protocols: Select age-appropriate, motivating activities and embed items from curriculum-based measure into these activities.

Step 3: Conduct assessments in natural environments: Collect data on each child's skill level within activities. Allow children to participate in activities as they are interested. Work with children in groups, when possible. Record information according to scoring criteria for the assessment you have selected. As you plan daily activities and projects decide on the focus of the observations for the week.

Step 4: Use assessment data to develop curriculum and to report progress toward standards: Use the assessment information to determine areas of strength and needs of children. Plan curricular activities and individualize goals accordingly. You can then aggregate (total or sum) classroom/ individual data to show percentages of children who are performing above and below developmental cutoffs.

The remainder of this section will present the *Standards and Assessment Matrix* and the *Individual Assessment Crosswalks*. Specific information about a particular assessment tool can be obtained through the publisher.

Additional Resources

McAfee, O., Leong, D., & Bodrova, E. (2004). *Basics of Assessment: A primer for early childhood educators*. Washington, DC: NAEYC.

School Readiness in North Carolina (2000). *Strategies for Defining, Measuring, and Promoting Success For All Children*. Report of the Ready for School Goal Team, Executive Summary. Greensboro, NC: SERVE.

Koralek, D. (2004). Assessment. *Young Children, 59*(1).

Ostroksy, M.M. & Horn, E. (2002). Assessment: Gathering meaningful information. *Young Exceptional Children Monograph Series 4.*

RECOMMENDED CLASSROOM/INSTRUCTIONAL ASSESSMENT TOOL PUBLISHERS

NAME OF TOOL	PUBLISHER	WEB ADDRESS
Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, *Second Edition* (0-3 and 3-6 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Brigance Inventory of Early Development-II (IED-II, 0 to 7 years)	Curriculum Associates, Inc. 153 Rangeway Rd. North Billerica, MA 01862	www.curriculumassociates.com
Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), *Third Edition* (0-3 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Carolina Curriculum for Preschoolers with Special Needs (CCPSN), *Second Edition* (2-5 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Creative Curriculum for Preschoolers (3-5 yrs)	Teaching Strategies, Inc. 5151 Wisconsin Ave, NW, Suite 300 Washington, DC 20016	www.teachingstrategies.com
High/Scope Child Observation Record for Infants and Toddlers (COR, 6 wks-3 yrs)	High/Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-2898	www.highscope.org
Preschool Child Observation Record (COR), *Second Edition* (2½-6 yrs)	High/Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-2898	www.highscope.org
Early Learning Accomplishment Profile (E-LAP, 0-3 yrs)	KAPLAN Early Learning Company 1310 Lewisville-Clemmons Rd. Lewisville, NC 27023	www.kaplanco.com
Hawaii Early Learning Profile (HELP, 0-3 and 3-6 yrs)	VORT Corporation P.O. Box 60132 Palo A lot, CA 94306	www.vort.com
Learning Accomplishment Profile-Third Edition (LAP-3, 3-6 yrs)	KAPLAN Early Learning Company 1310 Lewisville-Clemmons Rd. Lewisville, NC 27023	www.kaplanco.com
The Ounce Scale (0-3½ yrs)	Pearson Early Learning 1185 Avenue of the Americas, 26th Floor NY, NY 10036	www.pearsonearlylearning.com
Transdisciplinary Play-Based Assessment (TPBA), *Revised Edition* (6 mo-6 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Work Sampling System, *4th Edition* (3 yrs-6th grade)	Pearson Early Learning 1185 Avenue of the Americas, 26th Floor NY, NY 10036	www.pearsonearlylearning.com

BIRTH TO THREE STANDARDS MATRIX

Assessment	Communication						Cognitive				Social Emotional				Motor					Creative Expression			
Benchmark	**1.1**	**1.2**	**2.1**	**2.2**	**3.1**	**3.2**	**1.1**	**1.2**	**1.3**	**1.4**	**1.1**	**1.2**	**2.1**	**2.2**	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.1**	**1.2**	**1.3**	**1.4**
AEPS (0-3 yrs)																							
Brigance (0-7 yrs)																							
Carolina – Infants & Toddlers (0-3 yrs)																							
Carolina – Preschoolers (2-5 yrs)																							
Infant and Toddler COR (6 wks-3 yrs)																							
Preschool COR (2½-6 yrs)																							
Creative Curriculum Preschoolers (3-5 years)																							
E-LAP (0-3 yrs)																							
HELP (0-3 yrs)																							
LAP-3 (3-6 yrs)																							
The Ounce Scale (0-3½ yrs)																							
TPBA (6 months-6 yrs)																							
Work Sampling System (3 yrs-6th grade)																							

THREE AND FOUR STANDARDS MATRIX

Assessment	Language Arts														Mathematics				Science				
Benchmark	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**3.1**	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**	**4.1**	**4.2**	**4.3**	**1.1**	**1.2**	**1.3**	**1.4**	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**
AEPS (3-6 yrs)		■	■	■	■	■	■	■	■	■	■		■	■	■	■	■		■	■			■
Brigance (0-7 yrs)	■	■	■	■		■	■	■			■		■	■	■	■	■						
Carolina-Infants & Toddlers (0-3yrs)																							
Carolina-Preschoolers (2-5 yrs)	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■
Infant and Toddler COR (6wks-3yrs)																							
Preschool COR (2 ½-6 yrs)	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■
Creative Curriculum-Preschoolers (3-5yrs)		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
E-LAP (0-3 yrs)																							
HELP for Preschoolers (3-6 yrs)	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■		■	■
LAP-3 (3-6 yrs)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■			■	■
The Ounce Scale (0-3½ yrs)		■	■	■	■				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
TPBA (6 months-6 yrs)	■	■	■	■	■	■						■	■	■	■	■	■	■	■		■	■	
Work Sampling System (3 yrs-6th grade)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

THREE AND FOUR STANDARDS MATRIX

Assessment	Social Studies						Health/Mental Wellness				Physical Education					Arts and Humanities			
Benchmark	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**1.1**	**1.2**	**1.3**	**1.4**	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.1**	**1.2**	**1.3**	**1.4**
AEPS (3-6 yrs)	■	■		■			■	■	■	■	■	■	■	■	■	■	■	■	■
Brigance (0-7 yrs)	■		■	■	■		■	■	■	■	■	■	■	■	■	■			■
Carolina-Infants & Toddlers (0-3 yrs)																			
Carolina-Preschoolers (2-5yrs)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Infant and Toddler COR (6 wks-3 yrs)																			
Preschool COR (2 ½-6 yrs)	■	■					■	■	■	■	■	■	■	■	■	■	■	■	■
Creative Curriculum-Preschoolers (3-5 yrs)	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■			■
E-LAP (0-3 yrs)																			
HELP for Preschoolers (3-6 yrs)	■	■		■	■		■	■	■	■	■	■	■	■	■	■	■	■	
LAP-3 (3-6 yrs)	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■
The Ounce Scale (0-3½ yrs)	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
TPBA (6 months-6 yrs)	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Work Sampling System (3 yrs-6th grade)	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Kentucky Early Childhood Standards Crosswalks

Kentucky Early Childhood Standards
Crosswalk

Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	**Cognitive:** A1.1, A1.2, A1.3, A1.4, B1.1, B1.2, B2.1, B2.2, B2.3, B3.1, C1.1, C1.2, C1.3
Benchmark 1.2: Responds to the environment	**Cognitive:** C2.1, D1.1, E1.1, E1.2, E2.1, E3.1
Benchmark 1.3: Recalls information about the environment	**Cognitive:** B2.1, B2.2, B2.3, B3.1
Benchmark 1.4: Recognizes characteristics of people and objects	**Cognitive**: F2.1, F2.2, F2.3, F3.1, G1.1, G1.2, G1.3, G1.4
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	**Social/Communication:** A1.1, A1.2, A2.1, A2.2, A3.1, B1.1, B1.2, B1.3, B2.1, B2.2
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	All **Social/Communication**
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	**Social/Communication:** A1.1, A1.2, A2.1, A2.2
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	**Social/Communication:** B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, C1.1, C1.2, C1.3, C2.1, C2.2, C2.3, D1.1, D1.2, D1.3, D1.4, D1.5, D2.1, D2.2, D2.3, D2.4, D2.5, D2.6, D3.1, D3.2, D3.3, D3.4
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	**Fine Motor:** A2.1, A3.1, A4.1, B2.1, B2.2, B4.1, B4.2
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	**Cognitive:** C2.1, D1.1
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	**Cognitive:** A1.1, A1.2, A1.3, A1.4 **Social/Communication:** A1.1, A1.2, A2.2
Benchmark 1.2: Enjoys and engages in music	
Benchmark 1.3: Enjoys and engages in movement and dance	
Benchmark 1.4: Enjoys and engages in pretend play and drama	**Social:** A2.1, C1.1

Kentucky Early Childhood Standards
Crosswalk

Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	**Fine Motor:** A1.1, A1.2, A2.1, A2.2, A2.3, A3.1, A3.2, A3.3, A4.1, A4.2, A4.3, A5.1, A5.2, **Gross Motor:** A2.1, A2.2, A3.3, C1.1, C1.2, C1.3, C3.1, C3.2, D5.1
Benchmark 1.2: Demonstrates balance and coordination	**Gross Motor:** B1.4, C1.4, C2.2, C2.3, D3.1, D3.2, D4.3
Benchmark 1.3: Exhibits eye-hand coordination	**Fine Motor:** AG1, AG2 AG3, AG4, AG5, BG1, BG2, BG3, BG4
Benchmark 1.4: Controls small muscles in hands	**Fine Motor:** All Goals
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	**Adaptive:** BG1, BG2, BG3, CGA
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	**Social:** A3.2
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	**Social:** CG1, AG1, AG2, AG3
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	**Social:** SAG1
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**Cognitive:** A1.1, **Fine Motor:** AG1
Benchmark 1.2: Develops skills in and appreciation of dance	**Gross Motor:** B1.1, B1.3
Benchmark 1.3: Develops skills in and appreciation of music	**Gross Motor:** B1.1, B1.3
Benchmark 1.4: Develops skills in and appreciation of drama	**Cognitive:** FG1

Kentucky Early Childhood Standards
Crosswalk

Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	
Benchmark 1.2: Uses spoken language for a variety of purposes	**Social Communication:** All
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	**Social Communication:** G2
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**Social Communication:** All
Benchmark 2.2: Observes to gain information and understanding	**Social:** BG2, **Cognitive:** A, B, C, D, E, F
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**Cognitive:** C3.1**, Social:** BG2, BG3
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	**Fine Motor:** B.G.3
Benchmark 3.3: Demonstrates knowledge of the alphabet	**Fine Motor:** B.G.3
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	**Fine Motor:** Strand B
Benchmark 3.5: Draws meaning from pictures, print and text	**Fine Motor:** Strand B (General)
Benchmark 3.6: Tells and retells a story	**Cognitive:** CG3, DG1, FG1
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**Fine Motor:** BG1 All
Benchmark 4.3: Explores the physical aspect of writing	**Fine Motor:** BG1 All
Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	**Social:** AG1, BG1, BG2, BG3, CG2, DG1, DG2,
Benchmark 1.2: Applies social problem solving skills	**Social:** SAG3 All
Benchmark 1.3: Exhibits independent behavior	**Adaptive:** A1.3, A1.4, A1.5, BG1, BG2, DG3.1, CG1

Kentucky Early Childhood Standards
Crosswalk

Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**Cognitive:** E1.2
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**Cognitive:** AG2 All, GG1 All, GG2 All
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**Cognitive:** A1.2, A3.1, BG1 All
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**Cognitive:** BG1 All
Benchmark 1.4: Measures and describes using nonstandard and standard units	
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	**Gross Motor:** A1.1, A2.1
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**Gross Motor:** A All, B, G1 All, BG2 All, BG3 All
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**Gross Motor:** BG2 All, BG4 All
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**Gross Motor:** A2.1, BG All, BG2 All, BG3 All, BG4 All
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**Fine Motor:** AG1 All, AG2 All, BG1 All, BG2 All, BG3 All
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	**Fine Motor:** A1.1, **Cognitive:** AG1 All, BG All
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	**Social Communication:** G3 All
Benchmark 1.3: Uses a variety of tools to explore the environment	
Benchmark 1.4: Collects, describes, and records information through a variety of means	

Kentucky Early Childhood Standards
Crosswalk

Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.5: Makes and verifies predictions based on past experiences	**Cognitive:** D, E, F
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**Cognitive:** D, E
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	**Cognitive:** B, D
Benchmark 1.3: Shows an awareness of fundamental economic concepts	
Benchmark 1.4: Knows the need for rules within the home, school and community	**Socia**l: BG2, BG3, CG2
Benchmark 1.5: Understands the roles and relationships within his/her family	
Benchmark 1.6: Knows that diversity exists in the world	

Kentucky Early Childhood Standards
Crosswalk

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	**Social and Emotional Development:** **G-2:** Play Skills and Behaviors
Benchmark 1.2: Responds to the environment	**Speech and Language Skills:** **E-1:** Prespeech Receptive Language **E-2:** Prespeech Gestures **E-3:** Prespeech Vocalization **E-4:** General Speech and Language Development
Benchmark 1.3: Recalls information about the environment	
Benchmark 1.4: Recognizes characteristics of people and objects	**Fine-Motor Skills and Behaviors:** **C-4:** Draw a Person **Speech and Language Skills:** **E-8:** Picture Vocabulary **General Knowledge and Comprehension:** **F-2a:** Body Parts – Receptive **F-2b:** Body Parts – Expressive **F-3:** Colors **F-4:** Shape Concepts **F-7:** Classifying **F-9:** Knows Use of Objects
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	**Speech and Language Skills:** **E-1:** Prespeech Receptive Language **E-2:** Prespeech Gestures **E-3:** Prespeech Vocalization **E-4:** General Speech and Language Development

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	**Speech and Language Skills:** **E-1:** Prespeech Receptive Language **E-2:** Prespeech Gestures **E-3:** Prespeech Vocalization **E-4:** General Speech and Language Development
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	**Speech and Language Skills:** **E-2:** Prespeech Gestures **E-3:** Prespeech Vocalization
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	**Speech and Language Skills:** **E-3:** Prespeech Vocalization **E-4:** General Speech and Language Development **E-5:** Length of Sentences **E-6:** Personal Data Response **General Knowledge and Comprehension:** **F-2b:** Body Parts – Expressive
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	**General Knowledge and Comprehension:** **F-1:** Response to and Experience with Books
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	**General Knowledge and Comprehension:** **F-1:** Response to and Experience with Books
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	**Fine-Motor Skills and Behaviors:** **C-3:** Prehandwriting
Benchmark 1.2: Enjoys and engages in music	**General Knowledge and Comprehension:** **G-1:** General Social and Emotional Development
Benchmark 1.3: Enjoys and engages in movement and dance	**Gross-Motor Skills and Behaviors:** See all of **B**
Benchmark 1.4: Enjoys and engages in pretend play and drama	**Social and Emotional Development:** **G-2: Play Skills and Behaviors**

Kentucky Early Childhood Standards
Crosswalk

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	**Gross-Motor Skills and Behaviors:** See all of **B** **Fine-Motor Skills and Behaviors:** See all of **C**
Benchmark 1.2: Demonstrates balance and coordination	**Gross-Motor Skills and Behaviors:** See all of **B**
Benchmark 1.3: Exhibits eye-hand coordination	**Fine-Motor Skills and Behaviors:** See all of **C**
Benchmark 1.4: Controls small muscles in hands	**Fine-Motor Skills and Behaviors:** See all of **C**
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	**Self-help Skills:** See all of **D**
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	**General Social and Emotional Development:** **G-1:** General Knowledge and Comprehension **G-3:** Initiative and Engagement Skills and Behaviors
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	**Social and Emotional Development:** See all of **G**
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	**Social and Emotional Development:** **G-1:** General Social and Emotional Development
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	**Social and Emotional Development:** **G-1:** General Social and Emotional Development **G-2:** Play Skills and Behaviors

Kentucky Early Childhood Standards
Crosswalk

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**Fine-Motor Skills and Behaviors:** **C-3:** Prehandwriting
Benchmark 1.2: Develops skills in and appreciation of dance	
Benchmark 1.3: Develops skills in and appreciation of music	
Benchmark 1.4: Develops skills in and appreciation of drama	**Social and Emotional Development:** **G-2:** Play Skills and Behaviors
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	**Speech and Language Skills:** **E-2:** Prespeech Gestures **E-3:** Prespeech Vocalization
Benchmark 1.2: Uses spoken language for a variety of purposes	**Speech and Language Skills:** **E-3:** Prespeech Vocalization **E-4:** General Speech and Language Development **E-5:** Length of Sentences **E-6:** Personal Data Response **General Knowledge and Comprehension:** **F-2b:** Body Parts – Expressive
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	**Speech and Language Skills:** See **E-4** through **E-6** See **E-8** through **E-11**
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**Speech and Language Skills:** **E-7:** Verbal Directions
Benchmark 2.2: Observes to gain information and understanding	

Kentucky Early Childhood Standards
Crosswalk

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**General Knowledge and Comprehension:** **F-1:** Response to and Experience with Books
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	**General Knowledge and Comprehension:** **F-1:** Response to and Experience with Books
Benchmark 3.3: Demonstrates knowledge of the alphabet	**Readiness:** **H-1a:** Visual Discrimination – Forms and Uppercase Letters **H-1b:** Visual Discrimination – Lowercase Letters and Words **H-2:** Recites Alphabet **H-3:** Uppercase Letters **H-4:** Lowercase Letters **Basic Reading Skills:** **I-3:** Reads Color Words **I-4:** Reads Number Words **I-5:** Reads Common Signs
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	
Benchmark 3.5: Draws meaning from pictures, print and text	
Benchmark 3.6: Tells and retells a story	**General Knowledge and Comprehension:** **F-1:** Response to and Experience with Books
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**Fine-Motor Skills and Behaviors:** **C-3:** Prehandwriting **C-4:** Draw a Person **C-5:** Forms

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 4.3: Explores the physical aspect of writing	**Fine-Motor Skills and Behaviors:** **C-1:** General Eye/Finger/Hand Manipulative Skills **C-3:** Prehandwriting **C-4:** Draw a Person **C-5:** Forms
Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	**Social and Emotional Development:** **G-1:** General Social and Emotional Development **G-2:** Play Skills and Behaviors **G-3:** Initiative and Engagement Skills and Behaviors
Benchmark 1.2: Applies social problem solving skills	**Social and Emotional Development:** **G-1:** General Social and Emotional Development **G-2:** Play Skills and Behaviors **G-3:** Initiative and Engagement Skills and Behaviors
Benchmark 1.3: Exhibits independent behavior	**Social and Emotional Development:** **G-1:** General Social and Emotional Development **G-2:** Play Skills and Behaviors **G-3:** Initiative and Engagement Skills and Behaviors
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**Social and Emotional Development:** **G-1:** General Social and Emotional Development **G-2:** Play Skills and Behaviors **G-3:** Initiative and Engagement Skills and Behaviors
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**Basic Math:** **K-1:** Number Concept **K-2:** Rote Counting **K-3:** Reads Numerals

Kentucky Early Childhood Standards
Crosswalk

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**General Knowledge and Comprehension:** **F-4:** Shape Concepts **F-6:** Directional/Positional Concepts
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**General Knowledge and Comprehension:** **F-7:** Classifying
Benchmark 1.4: Measures and describes using nonstandard and standard units	
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	**Gross-Motor Skills and Behaviors:** **B-1:** Standing **B-2:** Walking **B-3:** Stairs and Climbing **B-4:** Running **B-6:** Hopping **B-8:** Balance Beam
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**Gross-Motor Skills and Behaviors:** **B-2:** Walking **B-3:** Stairs and Climbing **B-4:** Running **B-5:** Jumping
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**Gross-Motor Skills and Behaviors:** **B-1:** Standing **B-6:** Hopping **B-7:** Kicking **B-8:** Balance Beam **B-9:** Catching **B-10:** Rolling and Throwing

Kentucky Early Childhood Standards
Crosswalk

Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**Gross-Motor Skills and Behaviors:** See all of B **Fine-Motor Skills and Behaviors:** See all of **C**
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**Fine-Motor Skills and Behaviors:** See all of **C**
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	
Benchmark 1.3: Uses a variety of tools to explore the environment	
Benchmark 1.4: Collects, describes, and records information through a variety of means	
Benchmark 1.5: Makes and verifies predictions based on past experiences	
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**Speech and Language Skills:** **E-4:** General Speech and Language Development
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	
Benchmark 1.3: Shows an awareness of fundamental economic concepts	**Basic Math:** **K-11a**: Recognition of Money (United States)
Benchmark 1.4: Knows the need for rules within the home, school and community	**Social and Emotional Development:** See all of **G**
Benchmark 1.5: Understands the roles and relationships within his/her family	**Social and Emotional Development:** See all of **G**
Benchmark 1.6: Knows that diversity exists in the world	

Kentucky Early Childhood Standards
Crosswalk

The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	1. Self-Regulation and Responsibility (e, h, k); 4-III. Self-Help: Grooming (a); 5. Attention and Memory: Visual/Spatial (a, b, c, d, j, k, r); 6-I. Visual Perception: Blocks and Puzzles (a, b, d, e, f, g, h, i, k, n); 7. Functional Use of Objects and Symbolic Play (b, c, d, k, p, q); 8. Problem Solving/Reasoning (a, b, c, d, f, k, l, v, w, x, y, z); 9. Number Concepts (b, c, d, e); 10. Concepts/Vocabulary: Receptive (t); 18. Grasp and Manipulation (b, c, d, e); 19. Bilateral Skills (f, g)
Benchmark 1.2: Responds to the environment	2. Interpersonal Skills (y); 3. Self-Concept (l); 6-I. Visual Perception: Blocks and Puzzles (c, j, l, m); 8. Problem Solving/Reasoning (e, j, m, n, o, p, q, r, t, aa); 16. Imitation: Vocal (f); 17. Imitation: Motor (a ,b, c, d, e, h, i, k, l, m, n); 20. Tool Use (a, b, c, h)
Benchmark 1.3: Recalls information about the environment	1. Self-Regulation and Responsibility (j, l, m); 2. Interpersonal Skills (f); 5. Attention and Memory: Visual/Spatial (e, f, g, h, i, l, m, n, o, p, q, s, t, u, v, x, y, z, aa, bb, cc, dd, ee, ff, gg, hh); 8. Problem Solving/Reasoning (g, h, i, s, t); 10. Concepts/Vocabulary: Receptive (v); 11. Concepts/Vocabulary: Expressive (k, o); 14. Conversation Skills (m, hh, ii);
Benchmark 1.4: Recognizes characteristics of people and objects	1. Self-Regulation and Responsibility (o); 4-I. Self-Help: Eating (v); 5. Attention and Memory: Visual/Spatial (w); 6-II. Visual Perception: Matching and Sorting (a, b, c, d); 7. Functional Use of Objects and Symbolic Play (e, f, g, h, j, k, l, m, n, o); 10. Concepts/Vocabulary: Receptive (a, b, c, d, e, f, h, i, j, k, l, m, o, p, q, r, t, u); 12. Attention and Memory; Auditory (o, p); 17. Imitation: Motor (f, g, i, j); 20. Tool Use (d, e, f, g, i, j)

Kentucky Early Childhood Standards
Crosswalk

The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	11. Concepts/Vocabulary: Expressive (q); 12. Attention and Memory; Auditory (a, b, c, d, e, g, h, k); 13. Verbal Comprehension (b, c); 14. Conversation Skills (j); 16. Imitation: Vocal (a, b)
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	2. Interpersonal Skills (a, b, k); 9. Number Concepts (a, b, c, d, e, f); 10. Concepts/Vocabulary: Receptive (a, b, c, d, e, g, h, i, l, n, s); 12. Attention and Memory; Auditory (f, i, j, l); 13. Verbal Comprehension (a, d, e, f, g, h, i, j, k, l, m, n, o); 14. Conversation Skills (i, dd, jj, ll)
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	2. Interpersonal Skills (e); 5. Attention and Memory: Visual/Spatial (ee, ff); 11. Concepts/Vocabulary: Expressive (b); 14. Conversation Skills (a, g, h, k, l. n, p, s, t, u, v, w, x, y, z, aa, bb, cc, ee, hh);
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	2. Interpersonal Skills (c, d, e); 3. Self-Concept (q, r); 5. Attention and Memory: Visual/Spatial (gg); 7. Functional Use of Objects and Symbolic Play (r); 11. Concepts/Vocabulary: Expressive (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, r); 12. Attention and Memory; Auditory (m); 14. Conversation Skills (b, c, d, e, f, g, h, i, l, m, o, q, r, s, t, u, v, w, x, y, z, aa, bb, cc, ee, ff, gg, hh, ii, jj); 15. Grammatical Structure (a, b, c, d, e, f, g, h, i, j, k,); 16. Imitation: Vocal (c, d, e, g, h, i, j, k, l, m, n, o, p, q)
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	5. Attention and Memory: Visual/Spatial (aa, cc); 7. Functional Use of Objects and Symbolic Play (i); 21. Visual-Motor Skills (a, b, d, f, g, h)
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	5. Attention and Memory: Visual/Spatial (aa); 12. Attention and Memory; Auditory (n, q, r, s, t, u); 14. Conversation Skills (kk)
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	11. Concepts/Vocabulary: Expressive (g, n, p); 21. Visual-Motor Skills (c)
Benchmark 1.2: Enjoys and engages in music	5. Attention and Memory: Visual/Spatial (aa)

Kentucky Early Childhood Standards
Crosswalk

The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Enjoys and engages in movement and dance	
Benchmark 1.4: Enjoys and engages in pretend play and drama	5. Attention and Memory: Visual/Spatial (aa); 7. Functional Use of Objects and Symbolic Play (m, n, o, p, q, r)
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	7. Functional Use of Objects and Symbolic Play (a); 18. Grasp and Manipulation (a, b, c, d, g); 19. Bilateral Skills (a, b, c, d, e, g, h, i, j, r); 22-I. Upright: Posture and Locomotion (e, f, i, l, m, n, o, r, s, t, u, v, w, x, z, aa, bb, dd, ee, ff, gg, hh); 22–III. Upright: Ball Play (a, b, d); 22-IV. Upright: Outdoor Play (a, b, c, d, e, g, h); 23. Prone (on Stomach) (a, b, c, d, e, f, g, i, j, k, m, n, o, p); 24. Supine (on Back) (a, b, c, d, e, f, g)
Benchmark 1.2: Demonstrates balance and coordination	22-I. Upright: Posture and Locomotion (a, b, c, d, g, h, j, k, p, q, y, cc); 22-II. Upright: Balance (a, b, c, d, e, f, g, h, i, j); 22–III. Upright: Ball Play (c, e, f, g, i); 22-IV. Upright: Outdoor Play (f, i); 23. Prone (on Stomach) (h, l)
Benchmark 1.3: Exhibits eye-hand coordination	4-I. Self-Help: Eating (z); 6-I. Visual Perception: Blocks and Puzzles (a, b, c, d, e, f, g, h, i, j, k, l, m, n); 18. Grasp and Manipulation (e, j, q, s, u, v, y, aa, bb); 19. Bilateral Skills (l, m, p, q, t); 21. Visual-Motor Skills (a, b, c, d, e, f, g, h); 22–III. Upright: Ball Play (e, f, g, h, i)
Benchmark 1.4: Controls small muscles in hands	4-I. Self-Help: Eating (m, n, o, p, s, u, w, x); 4-II. Self-Help: Dressing (d, e, l); 6-I. Visual Perception: Blocks and Puzzles (a, b, c, d, e, f, g, h, i, j, k, l, m, n); 18. Grasp and Manipulation (f, h, i, k, l, m, n, o, p, r, t, w, x, z); 19. Bilateral Skills (k, n, o, s, u); 21. Visual-Motor Skills (i, j)
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	2. Interpersonal Skills (x); 3. Self-Concept (k); 4-I. Self-Help: Eating (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o , p, q, r, s, t, u, v, w, x, y, z); 4-II. Self-Help: Dressing (a, b, c, d, e, f, g, h, i, j, k, l); 4-III. Self-Help: Grooming (b, c, d, e, f, g, h, i, j); 4-IV. (a, b, c, d, e, f, g)

Kentucky Early Childhood Standards
Crosswalk

The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	**Crosswalk Items**
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	1. Self-Regulation and Responsibility (b, c, f, g); 2. Interpersonal Skills (f, i, t, aa); 5. Attention and Memory: Visual/Spatial (v)
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	1. Self-Regulation and Responsibility (i, n); 2. Interpersonal Skills (a, b, c, d, g, h, j, l, n, o, p, q, r, s, u, v, w, y); 3. Self-Concept (a, b, d, j, m, p, q, r); 5. Attention and Memory: Visual/Spatial (w, x)
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	2. Interpersonal Skills (k, , z m); 3. Self-Concept (f)
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	1. Self-Regulation and Responsibility (a, b, c, d); 2. Interpersonal Skills (bb); 3. Self-Concept (c, e, g, h, i, k, n, o, s, t); 4-I. Self-Help: Eating (s, y); 11. Concepts/Vocabulary: Expressive (i)

Kentucky Early Childhood Standards
Crosswalk

The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	**Crosswalk Items**
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	24-36 Months 1. Self Regulation & Responsibility (a); 2. Interpersonal skills (a); 6-I. Visual Perception: Blocks & Puzzles (a,c,f); 8. Problem Solving/Reasoning(a,b,c,d); 9. Number Concepts (a,b,c,d); 10. Concepts/Vocabulary: Receptive (h)
Benchmark 1.2: Responds to the environment	24-36 Months 6-I. Visual Perception: Blocks & Puzzles (b,d,e); 16. Imitation;Vocal (a,b); 17. Imitation:Motor (a.b)
Benchmark 1.3: Recalls information about the environment	24-36 Months 5. Attention & Memory: Visual/Spatial (a,b,c,d,e,f,g); 10. Concepts/Vocabulary: Receptive (j); 14. Conversation Skills (e)
Benchmark 1.4: Recognizes characteristics of people and objects	24-36 Months 1. Self Regulation & Responsibility (c); 5. Attention & Memory: Visual/Spatial (b,c); 6-II. Visual Perception: Matching & Sorting (a,b,c,d); Functional Use of Objects & Symbolic Play (a,b,c,d); 10. Concepts/Vocabulary: Receptive (c,d,e,f,i)
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	24-36 Months 11. Concepts/Vocabulary: Expressive (f)
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	24-36 Months 8. Problem Solving/Reasoning (e); 9. Number Concepts (a,b,c,d,e); 10. Concepts/Vocabulary: Receptive (a,b,c,d,e,f,g,h,i,j); 13. Verbal Comprehension (a,b); 14. Conversation Skills (h)
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	24-36 Months 14. Conversation Skills (d)

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	24-36 Months 3. Self-Concept (d); Functional Use of Objects & Symbolic Play (a, d); 8. Problem/Solving Reasoning (c); 11. Concepts/Vocabulary: Expressive (b,d,g); 14. Conversation Skills (a,b,c,d,f); 15. Grammatical Structure (a,b,c,d,e,f,g,h,i); 16. Imitation: Vocal (a,b)
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	24-36 Months 11.Concepts/Vocabulary: Expressive (a,c,e); 14. Conversation Skills (g); 21. Visual-Motor Skills (b)
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	24-36 Months 12. Attention & Memory; Auditory (a,b,c,d); 14. Conversation Skills (g)
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	24-36 Months 6.-II. Visual Perception: Matching & Sorting (b), 11. Concepts/Vocabulary: Expressive (c); 21. visual-Motor Skills (a,c,d,e)
Benchmark 1.2: Enjoys and engages in music	24-36 Months 12. Attention & Memory: Auditory (a,b)
Benchmark 1.3: Enjoys and engages in movement and dance	24-36 Months 22-I. Upright Posture& Locomotion (d,h)
Benchmark 1.4: Enjoys and engages in pretend play and drama	24-36 Months 7. Functional Use of Objects & Symbolic Play (b); 12. Attention & Memory: Auditory (c)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	24-36 Months 17. Imitation:Motor (a,b); 22-I.Upright: Posture & Locomotion (a,b,c,d,g,h,j,k); 22-II. Upright: Balance (b,c,e,f); 22-III. Upright: Ball Play (d); 22-IV. Upright: Outdoor Play (b,c,d)
Benchmark 1.2: Demonstrates balance and coordination	24-36 Months 22-I. Upright: Posture & Locomotion (e,i), 22-II. Upright:Balance (a,d); 22-III. Upright: Ball Play (a,b); 22-IV. Upright: Outdoor Play (a)
Benchmark 1.3: Exhibits eye-hand coordination	24-36 Months 4-I. Self-Help Eating (d); 18. Grasp & Manipulation (b,c); 19. Bilateral Skills (c); 21. Visual-Motor Skills (a,b,c); 22-III. Upright: Ball Play (a,b,c)
Benchmark 1.4: Controls small muscles in hands	24-36 Months 4-I. Self-Help Eating (a,b); 4-II. Self-help: Dressing (e); 18. Grasp & Manipulation (a); 19. Bilateral Skills (a,b,c,d); 20. Tool Use (a,b,c,d,e); 21. Visual-Motor Skills (d,e); 22-III.Upright: Ball Play (a,b,c)
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	24-36 Months 2. Interpersonal Skills (b); 4-I. Self-Help: Eating (a,b,c), 4-II. Self-Help; Dressing (a,b,c,d); 4-III. Self-Help:Grooming (a,b,c); 4-IV. Self-Help: Toileting (a,b,c,d)
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	24-36 Months 2. Interpersonal Skills (d,e)
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	24-36 Months 1. Personal-Social (b), 2. Interpersonal Skills (c,d); 3. Self-Concept (c,d,e)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	24-36 Months 3. Self-Concept (a, b, g)
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	24-36 Months 2. Interpersonal Skills (f), 3. Self-Concept (a,b,f,g)
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	18. Grasp and Manipulation (d)
Benchmark 1.2: Develops skills in and appreciation of dance	22-I. Upright: Posture and Locomotion (p, x, ff, kk)
Benchmark 1.3: Develops skills in and appreciation of music	12. Attention and Memory: Auditory (c, d, e, f, g, j)
Benchmark 1.4: Develops skills in and appreciation of drama	7. Functional Use of Objects and Symbolic Play (c, d, e, f, g, i, k, l); 12. Attention and Memory: Auditory (c)
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	5. Attention and Memory: Visual /Spatial (e); 10. Concepts/vocabulary: Receptive (g, h, i, m, p, r, s, t, w, aa); 21. Visual-Motor Skills (h, j, m, p)
Benchmark 1.2: Uses spoken language for a variety of purposes	2. Interpersonal Skills (u); 3. Self-Concept (h, j); 7. Functional Use of Objects and Symbolic Play (h); 11. Concepts/Vocabulary: Expressive (h) 13. Verbal Comprehension (c, d, i); 14. Conversation Skills (f, h, i, m, o, q, w)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	8. Problem Solving/Reasoning (n); 10. Concepts/Vocabulary: Receptive (k, l, n, o, q, v, z, cc); 11. Concepts/Vocabulary: Expressive (i, n, u); 14. Conversation Skills (k, r, s, t, u); 15. Grammatical (e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v)
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	9. Number Concepts (e); 10. Concepts/Vocabulary: Receptive (m); 11. Concepts/Vocabulary: Expressive (g, q); 13. Verbal Comprehension (b, e, f, h, l, m); 14. Conversation Skills (j); 16. Imitation: Vocal (b, c, d, e, f)
Benchmark 2.2: Observes to gain information and understanding	5. Attention and Memory: Visual/Spatial (e, f, g, h, i, j, k, l, m, n, p, q, r, s); 6-II. Visual Perception: Matching and Sorting (k); 8. Problem Solving/Reasoning (m); 11. Concepts/Vocabulary: Expressive (f, j, k, o, s); 14. Conversation Skills (e, l)
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	12. Attention and Memory: Auditory (d, e, f, g, h, i, k,
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	14. Conversation Skills (g, n, p,)
Benchmark 3.3: Demonstrates knowledge of the alphabet	6-II. Visual Perception: Matching and Sorting (f, l. n); 10. Concepts/Vocabulary: Receptive (u, y); 11. Concepts/Vocabulary: Expressive (t)
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	11. Concepts/Vocabulary: Expressive (p); 12. Attention and Memory: Auditory (c)
Benchmark 3.5: Draws meaning from pictures, print and text	11. Concepts/Vocabulary: Expressive (e)
Benchmark 3.6: Tells and retells a story	12. Attention and Memory: Auditory (h, i, k, l)
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	21. Visual-Motor Skills (h, j, m, p)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 4.3: Explores the physical aspect of writing	18. Grasp and Manipulation (g); 21. Visual-Motor Skills (c, f, g, h, j, l, m, o, p)
Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	1. Self-Regulation and Responsibility (c, f, i, j); 2. Interpersonal Skills (c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, aa, bb, cc); 3. Self-Concept (g, h, j); 7. Functional Use of Objects and Symbolic Play (j); 22-IV. Upright: Outdoor Play (j)
Benchmark 1.2: Applies social problem solving skills	2. Interpersonal Skills (c, f, s, p, w, aa)
Benchmark 1.3: Exhibits independent behavior	1. Self-Regulation and Responsibility (g, h); 3. Self-Concept (d, e, f, l, m, n); 4-I. Self-Help: Eating (d, e, f, g, h, i); 4-II. Self-Help: Dressing (d, e, f, g, h, i); 4-III. Self-Help: Grooming (b, c, d, e, f, g, h, i); 4-IV. Self-Help: Toileting (c, d, e, f, g, h)
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	2. Interpersonal Skills (z, aa, bb); 8. Problem Solving/Reasoning (t)
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	6-II. Visual Perception: Matching and Sorting (j); 9. Number Concepts (c, d, f, g, i, j, k, l, m, n, o, p, r, t, u, v, w, x); 10. Concepts/Vocabulary: Receptive (y)
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	6-I. Visual Perception: Blocks and Puzzles (c, d, e, f, g, h, i, l); 6-II. Visual Perception: Matching and Sorting (e, h); 8. Problem Solving/Reasoning (o); 10. Concepts/Vocabulary: Receptive (j, k, l, q, s, v)
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	5. Attention and Memory: Visual/Spatial (l, n); 6-I. Visual Perception: Blocks and Puzzles (j, k, m); 6-II. Visual Perception: Matching and Sorting (d, e, f, g, h, i, j, k, l, m, n); 8. Problem Solving/Reasoning (h); 9. Number Concepts (s); 10. Concepts/Vocabulary: Receptive (f, g, h, n, o, p, r, t, w, x); 11. Concepts/Vocabulary: Expressive (m, r, v); 13. Verbal Comprehension (g, j, k)
Benchmark 1.4: Measures and describes using nonstandard and standard units	9. Number Concepts (h)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	22-IV. Upright: Outdoor Play (d, g)
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	22-I. Upright: Posture and Locomotion (h, i, m, n, o, p, q, r, v, w, x, y, z, cc, ee, ff, gg, hh, ii, jj, kk, ll, mm); 22-II. Upright: Balance (e, m, p); 22-IV. Upright: Outdoor Play (f, h)
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	22-II. Upright: Balance (d, f, g, h, i, k, n)
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	17. Imitation: Motor (b, c, f); 22-I. Upright: Posture and Locomotion (j, k, l, s, t, u, aa, bb, dd, nn, oo); 22-II. Upright: Balance (j, l, o); 22-III. Upright: Ball Play (c, d, e, f, g, h, i, j, k, l); 22-IV. Upright: Outdoor Play (e, i, j)
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	17. Imitation: Motor (d, e); 18. Grasp and Manipulation (c, d, e, f, g, h, i, j); 19. Bilateral Skills (b, c, d, e, f, g, h, i, j, k, l, m); 20. Tool Use (c, d, e, f, g, h, i, j); 21. Visual-Motor Skills (c, d, e, f, g, h, i, j, k, l, m, n, o, p, q)
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	8. Problem Solving/Reasoning (d, s); 11. Concepts/Vocabulary: Expressive (l)
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	3. Self-Concept (i, k); 8. Problem Solving/Reasoning (q)
Benchmark 1.3: Uses a variety of tools to explore the environment	20. Tool Use (c, d, e, f, g, h, i, j)
Benchmark 1.4: Collects, describes, and records information through a variety of means	8. Problem Solving/Reasoning (k)
Benchmark 1.5: Makes and verifies predictions based on past experiences	5. Attention and Memory: Visual/Spatial (e, f, h, i, j, k, m, p, q, r, s); 8. Problem Solving/Reasoning (e, j, p)
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	5. Attention and Memory: Visual/Spatial (o); 10. Concepts/ Vocabulary: Receptive (aa, bb)
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	8. Problem Solving/Reasoning (f, g, i, l, r); 10. Concepts/Vocabulary: Receptive (i)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Shows an awareness of fundamental economic concepts	1. Self-Regulation and Responsibility (k); 9. Number Concepts (q)
Benchmark 1.4: Knows the need for rules within the home, school and community	1. Self-Regulation and Responsibility (d, e, l); 2. Interpersonal Skills (bb); 14. Conversation Skills (v)
Benchmark 1.5: Understands the roles and relationships within his/her family	7. Functional Use of Objects and Symbolic Play (b, c, l)
Benchmark 1.6: Knows that diversity exists in the world	2. Interpersonal Skills (cc); 7. Functional Use of Objects and Symbolic Play (b)

Kentucky Early Childhood Standards
Crosswalk

High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	**I-T COR Category: Sense of Self** **I-T COR Items:** C. Solving problems **I-T COR Category**: **Exploration and Early Logic** **I-T COR Items:** X. Exploring objects, Y. Exploring categories, Z. Developing number understanding, AA. Exploring space, BB. Exploring time
Benchmark 1.2: Responds to the environment	**I-T COR Category: Sense of Self** **I-T COR Items:** A. Expressing initiative, C. Solving problems **I-T COR Category: Movement** **I-T COR Item:** Q. Moving to music **I-T COR Category**: **Exploration and Early Logic** **I-T COR Item:** X. Exploring objects, BB. Exploring time
Benchmark 1.3: Recalls information about the environment	**I-T COR Category: Sense of Self** **I-T COR Items:** C. Solving problems **I-T COR Category**: **Exploration and Early Logic** **I-T COR Item:** Y. Exploring categories, AA. Exploring space, BB. Exploring time
Benchmark 1.4: Recognizes characteristics of people and objects	**I-T COR Category**: **Creative Representation** **I-T COR Item:** K. Pretending, M. Responding to and identifying pictures and photographs **I-T COR Category: Social Relations** **I-T COR Items:** E. Forming an attachment to a primary caregiver, F. Relating to unfamiliar adults, G. Relating to another child

Kentucky Early Childhood Standards
Crosswalk

High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	**I-T COR Category**: **Exploration and Early Logic** **I-T COR Item:** Y. Exploring categories **I-T COR Category: Communication and Language** **I-T COR Items:** R. Listening and responding, W. Showing interest in stories, rhymes, and songs
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	**I-T COR Category: Communication and Language** **I-T COR Items:** R. Listening and responding, S. Communicating interest nonverbally, T. Participating in give-and-take communication, V. Exploring picture books, W. Showing interest in stories, rhymes, and songs
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	**I-T COR Category**: Social Relations **I-T COR Items:** H. Expressing emotion, I. Responding to the feelings of others, J. Playing with others **I-T COR Category: Communication and Language** **I-T COR Items:** R. Listening and responding, S. Communicating interest nonverbally
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	**I-T COR Category: Social Relations** **I-T COR Items:** H. Expressing emotion, I. Responding to the feelings of others **I-T COR Category: Communication and Language** **I-T COR Items:** T. Participating in give-and-take communication, U. Speaking
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	**I-T COR Category: Creative Representation** **I-T COR Items:** L. Exploring building and art materials, M. Responding to and identifying pictures and photographs **I-T COR Category: Communication and Language** **I-T COR Item:** V. Exploring picture books

High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	**I-T COR Category: Communication and Language** **I-T COR Item:** W. Showing interest in stories, rhymes, and songs
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	**I-T COR Category: Creative Representation** **I-T COR Items:** L. Exploring building and art materials, M. Responding to and identifying pictures and photographs
Benchmark 1.2: Enjoys and engages in music	**I-T COR Category: Movement** **I-T COR Item:** Q. Moving to music **I-T COR Category: Communication and Language** **I-T COR Item:** W. Showing interest in stories, rhymes, and songs
Benchmark 1.3: Enjoys and engages in movement and dance	**I-T COR Category: Movement** **I-T COR Items:** N. Moving parts of the body, O. Moving the whole body, P. Moving with objects, Q. Moving to music
Benchmark 1.4: Enjoys and engages in pretend play and drama	**I-T COR Category: Creative Representation** **I-T COR Item:** K. Pretending
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	**I-T COR Category: Movement** **I-T COR Items:** N. Moving parts of the body, O. Moving the whole body, P. Moving with objects
Benchmark 1.2: Demonstrates balance and coordination	**I-T COR Category: Movement** **I-T COR Item:** O. Moving the whole body
Benchmark 1.3: Exhibits eye-hand coordination	**I-T COR Category: Movement** **I-T COR Item:** N. Moving parts of the body
Benchmark 1.4: Controls small muscles in hands	**I-T COR Category: Movement** **I-T COR Item:** N. Moving parts of the body
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	**I-T COR Category: Sense of Self** **I-T COR Item:** D. Developing self-help skills

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Crosswalk

High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	**I-T COR Category: Social Relations** **I-T COR Items:** E. Forming an attachment to a primary caregiver, F. Relating to unfamiliar adults, G. Relating to another child, I. Responding to the feelings of others
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	**I-T COR Category: Sense of Self** **I-T COR Items:** A. Expressing initiative, B. Distinguishing self from others **I-T COR Category: Social Relations** **I-T COR Items:** E. Forming an attachment to a primary caregiver, F. Relating to unfamiliar adults, G. Relating to another child, I. Responding to the feelings of others, J. Playing with others
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	**I-T COR Category: Social Relations** **I-T COR Items:** H. Expressing emotion , I. Responding to the feelings of others
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	**I-T COR Category: Sense of Self** **I-T COR Items:** A. Expressing initiative, B. Distinguishing self from others **I-T COR Category: Social Relations** **I-T COR Items:** H. Expressing emotion, J. Playing with others

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Crosswalk

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	30-36 Months **Preschool COR Category: Initiative** **Preschool COR Items:** B. Solving problems with materials **Preschool COR Category: Mathematics and Science** **Preschool COR Items:** Y. Sorting objects, AA. Comparing properties, CC. Identifying position and direction, DD. Identifying sequence, change, and causality
Benchmark 1.2: Responds to the environment	30-36 Months **Preschool COR Category: Initiative** **Preschool COR Items:** A. Making choices and plans, B. Solving problems with materials **Preschool COR Category: Movement and Music** **Preschool COR Items:** O. Moving to music **Preschool COR Category: Mathematics and Science** **Preschool COR Items:** DD. Identifying sequence, change, and causality
Benchmark 1.3: Recalls information about the environment	30-36 Months **Preschool COR Category: Initiative** **Preschool COR Items:** B. Solving problems with materials **Preschool COR Category: Mathematics and Science** **Preschool COR Items:** Y. Sorting objects, CC. Identifying position and direction, DD. Identifying sequence, change, and causality
Benchmark 1.4: Recognizes characteristics of people and objects	30-36 Months **Preschool COR Category: Creative Representation** **Preschool COR Items:** K. Pretending, J. Drawing and painting pictures **Preschool COR Category: Social Relations** **Preschool COR Items:** E. Relating to adults, F. Relating to other children

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High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	30-36 Months **Preschool COR Category: Mathematics and Science** **Preschool COR Items:** Y. Sorting objects **Preschool COR Category: Language and Literacy** **Preschool COR Items:** Q. Listening to and understanding speech
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	30-36 Months **Preschool COR Category: Language and Literacy** **Preschool COR Items:** Q. Listening to and understanding speech, U. Demonstrating knowledge about books
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	30-36 Months **Preschool COR Category: Social Relations** **Preschool COR Items:** H. Understanding and expressing feelings **Preschool COR Category: Language and Literacy** **Preschool COR Items:** Q. Listening to and understanding speech
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	30-36 Months **Preschool COR Category: Social Relations** **Preschool COR Items:** H. Understanding and expressing feelings **Preschool COR Category: Language and Literacy** **Preschool COR Items:** R. Using vocabulary, S. Using complex patterns of speech

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Early Childhood Standards and Benchmarks	Crosswalk Items
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	30-36 Months **Preschool COR Category: Creative Representation** **Preschool COR Items:** I. Making and building models, J. Drawing and painting pictures **Preschool COR Category: Language and Literacy** **Preschool COR Items:** U. Demonstrating knowledge about books
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	30-36 Months **Preschool COR Category: Creative Representation** **Preschool COR Items:** I. Making and building models, J. Drawing and painting pictures
Benchmark 1.2: Enjoys and engages in music	30-36 Months **Preschool COR Category: Movement and Music** **Preschool COR Items:** O. Moving to music
Benchmark 1.3: Enjoys and engages in movement and dance	30-36 Months **Preschool COR Category: Movement and Music** **Preschool COR Items:** M. Moving with objects, O. Moving to music
Benchmark 1.4: Enjoys and engages in pretend play and drama	30-36 Months **Preschool COR Category: Creative Representation** **Preschool COR Items:** K. Pretending

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Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	30-36 Months **Preschool COR Category: Movement and Music** **Preschool COR Items:** M. Moving with objects
Benchmark 1.2: Demonstrates balance and coordination	
Benchmark 1.3: Exhibits eye-hand coordination	
Benchmark 1.4: Controls small muscles in hands	
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	30-36 Months **Preschool COR Category: Initiative** **Preschool COR Items:** D. Taking care of personal needs
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	30-36 Months **Preschool COR Category: Social Relations** **Preschool COR Items:** E. Relating to adults, F. Relating to other children
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	30-36 Months **Preschool COR Category: Initiative** **Preschool COR Items:** A. Making choices and plans **Preschool COR Category: Social Relations** **Preschool COR Items:** E. Relating to adults, F. Relating to other children

Kentucky Early Childhood Standards
Crosswalk

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	30-36 Months **Preschool COR Category: Social Relations** **Preschool COR Items:** H. Understanding and expressing feelings
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	30-36 Months **Preschool COR Category: Initiative** **Preschool COR Items:** A. Making choices and plans **Preschool COR Category: Social Relations** **Preschool COR Items:** H. Understanding and expressing feelings
THREE – T O – FOUR	**Preschool COR (Preschool COR)**
Arts & Humanities Standard 1:Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**Preschool COR Category: Creative Representation** **Preschool COR Items:** I. Making and building models J. Drawing and painting pictures
Benchmark 1.2: Develops skills in and appreciation of dance	**Preschool COR Categories: Movement and Music** **Preschool COR Items:** L. Moving in various ways M. Moving with objects N. Feeling and expressing steady beat O. Moving to music

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Develops skills in and appreciation of music	**Preschool COR Category: Movement and Music** **Preschool COR Items:** O. Moving to music P. Singing
Benchmark 1.4: Develops skills in and appreciation of drama	**Preschool COR Category: Creative Representation** **Preschool COR Items:** K. Pretending
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	**Preschool COR Category: Social Relations** **Preschool COR Items:** H. Understanding and expressing feelings **[**Note: Also see **I-T COR** Item S. Communicating interest nonverbally**]**
Benchmark 1.2: Uses spoken language for a variety of purposes	**Preschool COR Category: Language and Literacy** **Preschool COR Items:** R. Using vocabulary **NOTE** See also **Preschool COR Categories:** Initiative (A, B, D), Social Relations (E, F, H), Creative Representation (K), Mathematics and Science (CC, DD, EE, FF) as these contain many instances of the use of spoken language**.**
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	**Preschool COR Category:** Language and Literacy **Preschool COR Items:** S. Using complex patterns of speech
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**Preschool COR Categories: Social Relations; Language and Literacy** **Preschool COR Items:** E. Relating to adults F. Relating to other children Q. Listening to and understanding speech U. Demonstrating knowledge about books

Kentucky Early Childhood Standards
Crosswalk

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 2.2: Observes to gain information and understanding	**Preschool COR Categories: Social Relations; Language and Literacy; Mathematics and Science** **Preschool COR Items:** E. Relating to adults F. Relating to other children Q. Listening to and understanding speech EE. Identifying materials and properties FF. Identifying natural and living things
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**Preschool COR Categories: Social Relations; Language and Literacy** **Preschool COR Items:** U. Demonstrating knowledge about books
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	**Preschool COR Category: Language and Literacy** **Preschool COR Items:** U. Demonstrating knowledge about books W. Reading
Benchmark 3.3: Demonstrates knowledge of the alphabet	**Preschool COR Category: Language and Literacy** **Preschool COR Items:** V. Using letter names and sounds
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	**Preschool COR Category: Language and Literacy** **Preschool COR Items:** T. Showing awareness of sounds in words V. Using letter names and sounds

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 3.5: Draws meaning from pictures, print and text	**Preschool COR Categories: Creative Representation; Language and Literacy** **Preschool COR Items:** I. Making and building models; J. Drawing and painting pictures U. Demonstrating knowledge about books; W. Reading **[**Also see **I-T COR Categories:** Creative Representation, Communication and Language**]**
Benchmark 3.6: Tells and retells a story	**Preschool COR Category: Language and Literacy** **Preschool COR Items:** U. Demonstrating knowledge about books
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	**Preschool COR Category: Language and Literacy** **Preschool COR Items:** X. Writing
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**Preschool COR Category: Language and Literacy** **Preschool COR Items:** X. Writing
Benchmark 4.3: Explores the physical aspect of writing	
Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	**Preschool COR Categories: Initiative; Social Relations** **Preschool COR Items:** C. Initiating play F. Relating to other children G. Resolving interpersonal conflict
Benchmark 1.2: Applies social problem solving skills	**Preschool COR Category: Social Relations** **Preschool COR Items:** G. Resolving interpersonal conflict

Kentucky Early Childhood Standards
Crosswalk

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Exhibits independent behavior	**Preschool COR Category: Initiative** **Preschool COR Items:** A. Making choices and plans B. Solving problems with materials C. Initiating play D. Taking care of personal needs
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**Preschool COR Category: Initiative** **Preschool COR Items:** A. Making choices and plans B. Solving problems with materials
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**Preschool COR Category: Mathematics and Science** **COR Items:** BB. Counting
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** CC. Identifying position and direction Y. Sorting objects Z. Identifying patterns
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** AA. Comparing properties Y. Sorting objects Z. Identifying patterns

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Crosswalk

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Measures and describes using nonstandard and standard units	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** AA. Comparing properties DD. Identifying sequence, change, and causality
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	**Preschool COR Category: Movement and Music** **Preschool COR Items:** L. Moving in various ways M. Moving with objects
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**Preschool COR Category: Movement and Music** **Preschool COR Items:** L. Moving in various ways M. Moving with objects O. Moving to music
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**Preschool COR Category: Movement and Music** **Preschool COR Items:** L. Moving in various ways N. Feeling and expressing steady beat
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**Preschool COR Category: Movement and Music** **Preschool COR Items:** L. Moving in various ways M. Moving with objects O. Moving to music
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**Preschool COR Category: Movement and Music** **Preschool COR Items:** M. Moving with objects **[**Also see the **I-T COR Category:** Movement**]**

Kentucky Early Childhood Standards
Crosswalk

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** Y. Sorting objects Z. Identifying patterns AA. Comparing properties EE. Identifying materials and properties FF. Identifying natural and living things
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** EE. Identifying materials and properties FF. Identifying natural and living things R. Using vocabulary
Benchmark 1.3: Uses a variety of tools to explore the environment	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** AA. Comparing properties EE. Identifying materials and properties FF. Identifying natural and living things
Benchmark 1.4: Collects, describes, and records information through a variety of means	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** FF. Identifying natural and living things EE. Identifying materials and properties
Benchmark 1.5: Makes and verifies predictions based on past experiences	**Preschool COR Category: Mathematics and Science** **Preschool COR Items:** DD. Identifying sequence, change, and causality

Kentucky Early Childhood Standards
Crosswalk

High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**COR Category: Mathematics and Science** **COR Items:** DD. Identifying sequence, change, and causality
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	**COR Category: Mathematics and Science** **COR Items:** EE. Identifying natural and living things FF. Identifying natural and living things
Benchmark 1.3: Shows an awareness of fundamental economic concepts	
Benchmark 1.4: Knows the need for rules within the home, school and community	
Benchmark 1.5: Understands the roles and relationships within his/her family	
Benchmark 1.6: Knows that diversity exists in the world	

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	
Benchmark 1.2: Responds to the environment	
Benchmark 1.3: Recalls information about the environment	
Benchmark 1.4: Recognizes characteristics of people and objects	
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	
Benchmark 1.2: Enjoys and engages in music	
Benchmark 1.3: Enjoys and engages in movement and dance	
Benchmark 1.4: Enjoys and engages in pretend play and drama	

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Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	
Benchmark 1.2: Demonstrates balance and coordination	
Benchmark 1.3: Exhibits eye-hand coordination	
Benchmark 1.4: Controls small muscles in hands	
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	

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Early Childhood Standards and Benchmarks	Crosswalk Items
THREE – T O – FOUR	
Content-Related Discussion in The Creative Curriculum® for Preschool Chapter 2, "The Learning Environment" pp. 62–81, "Setting Up and Maintaining the Classroom" *See especially:* pp. 73–75, "Caring for the Classroom and Children's Work" Chapter 4, "The Teacher's Role," pp. 165–209 See especially pp. 190–198, "Integrating Learning Through Studies" Content: The Arts Chapter 3, "What Children Learn" pp. 152–155, "The Arts" pp. 161–162, "Process Skills" Chapter 7, "Dramatic Play," pp. 271–293 Chapter 9, "Art," pp. 317–349 Chapter 13, "Music and Movement," pp. 423–441	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
Benchmark 1.2: Develops skills in and appreciation of dance	
Benchmark 1.3: Develops skills in and appreciation of music	

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Develops skills in and appreciation of drama	**COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
ENGLISH/LANGUAGE ARTS **Content-Related Discussion in The Creative Curriculum® for Preschool** Chapter 1, "How Children Develop and Learn" p. 22, "Language Development" Chapter 2, "The Learning Environment" pp. 62–81, "Setting Up and Maintaining the Classroom" *See especially:* pp. 62–66, "Establishing Interest Areas" pp. 102–122, "Creating a Classroom Community" Content: Literacy Chapter 3, "What Children Learn" pp. 126–133, "Literacy" pp. 161–162, "Process Skills" Chapter 10, "Library," pp. 351–379	
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Uses spoken language for a variety of purposes	**LANGUAGE DEVELOPMENT—Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings **LANGUAGE DEVELOPMENT—Listening and Speaking** 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details **LANGUAGE DEVELOPMENT—Listening and Speaking** 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding **LANGUAGE DEVELOPMENT—Listening and Speaking** 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

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Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	**LANGUAGE DEVELOPMENT—Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings **LANGUAGE DEVELOPMENT—Listening and Speaking** 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**LANGUAGE DEVELOPMENT—Listening and Speaking** 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 2.2: Observes to gain information and understanding	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas **COGNITIVE DEVELOPMENT—Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**LANGUAGE DEVELOPMENT—Reading and Writing** 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	**LANGUAGE DEVELOPMENT—Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 3.3: Demonstrates knowledge of the alphabet	**LANGUAGE DEVELOPMENT—Reading and Writing** 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	**LANGUAGE DEVELOPMENT—Listening and Speaking** 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words **LANGUAGE DEVELOPMENT—Reading and Writing** 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 3.5: Draws meaning from pictures, print and text	**LANGUAGE DEVELOPMENT—Reading and Writing** 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
Benchmark 3.6: Tells and retells a story	LANGUAGE DEVELOPMENT—Reading and Writing 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	**LANGUAGE DEVELOPMENT—Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**COGNITIVE DEVELOPMENT—** **Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations **LANGUAGE DEVELOPMENT—Reading and Writing** 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words
Benchmark 4.3: Explores the physical aspect of writing	**PHYSICAL DEVELOPMENT—Fine Motor** 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name **LANGUAGE DEVELOPMENT—Reading and Writing** 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
HEALTH/MENTAL WELLNESS **Content-Related Discussion in The Creative Curriculum® for Preschool** Chapter 1, "How Children Develop and Learn" pp. 18–19, "Social/Emotional Development" pp. 23–26, "Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds" Chapter 2, "The Learning Environment" pp. 102–122, "Creating a Classroom Community" pp. 102–108, "Promoting Positive Relationships in the Classroom" pp. 108–110, "Developing Rules for a Classroom Community" pp. 110–115, "Teaching Social Problem-Solving Skills" pp. 116–122, "Responding to Challenging Behavior" Chapter 14, "Cooking," pp. 443–469	

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Applies social problem solving skills	**SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. III. Engages in a process of negotiation to reach a compromise

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Exhibits independent behavior	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living **SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment **SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance **COGNITIVE DEVELOPMENT—Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems **COGNITIVE DEVELOPMENT—Learning and Problem Solving** 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
MATHEMATICS **Content-Related Discussion in The Creative Curriculum® for Preschool** Chapter 1, "How Children Develop and Learn" p. 21, "Cognitive Development" **Content:** Mathematics Chapter 3, "What Children Learn" pp. 134–141, "Mathematics" pp. 161–162, "Process Skills" Chapter 6, "Blocks," pp. 243–269 Chapter 8, "Toys and Games," pp. 295–315 Chapter 14, "Cooking," pp. 443–469	

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Early Childhood Standards and Benchmarks	Crosswalk Items
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**COGNITIVE DEVELOPMENT—Logical Thinking** 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**COGNITIVE DEVELOPMENT—Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**COGNITIVE DEVELOPMENT—Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Measures and describes using nonstandard and standard units	**COGNITIVE DEVELOPMENT—Logical Thinking** 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
PHYSICAL EDUCATION **Gross and Fine Motor Skills** **Content-Related Discussion in The Creative Curriculum® for Preschool** Chapter 1, “How Children Develop and Learn” p. 20, “Physical Development” **Content:** Physical Education Chapter 3, “What Children Learn” pp. 161–162, “Process Skills” Chapter 9, “Art,” pp. 317–349 Chapter 13, “Music and Movement,” pp. 423–441 Chapter 16, “Outdoors,” pp. 493–522	

Kentucky Early Childhood Standards
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Early Childhood Standards and Benchmarks	Crosswalk Items
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	**PHYSICAL DEVELOPMENT—Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam COGNITIVE DEVELOPMENT—Logical Thinking 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**PHYSICAL DEVELOPMENT—Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**PHYSICAL DEVELOPMENT—Gross Motor** 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy **PHYSICAL DEVELOPMENT—Fine Motor** 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**PHYSICAL DEVELOPMENT—Gross Motor** 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**PHYSICAL DEVELOPMENT—Fine Motor** 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
SCIENCE **Content-Related Discussion in The Creative Curriculum® for Preschool** Chapter 1, "How Children Develop and Learn" p. 21, "Cognitive Development" **Content:** Science Chapter 3, "What Children Learn" pp. 142–145, "Science" pp. 161–162, "Process Skills" Chapter 11, "Discovery," pp. 381–401 Chapter 12, "Sand and Water," pp. 403–421 Chapter 15, "Computers," pp. 471–491 Chapter 16, "Outdoors," pp. 493–522 **Content:** Technology pp. 156–160, "Technology"	
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT—Logical Thinking** 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas **LANGUAGE DEVELOPMENT—Listening and Speaking** 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding
Benchmark 1.3: Uses a variety of tools to explore the environment	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Collects, describes, and records information through a variety of means	**COGNITIVE DEVELOPMENT—Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason **COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations **LANGUAGE DEVELOPMENT—Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3–4 words) to express wants and needs II. Uses longer sentences (5–6 words) to communicate III. Uses more complex sentences to express ideas and feelings **LANGUAGE DEVELOPMENT—Reading and Writing** 50. Writes Letters and Words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sound in writing words

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.5: Makes and verifies predictions based on past experiences	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
SOCIAL STUDIES **Content-Related Discussion in The Creative Curriculum® for Preschool** Chapter 1, "How Children Develop and Learn" pp. 18–19, "Social/Emotional Development" p. 21, "Cognitive Development" **Content:** Social Studies Chapter 3, "What Children Learn" pp. 146–161, "Social Studies" pp. 161–162, "Process Skills" Chapter 7, "Dramatic Play," pp. 271–293	
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**COGNITIVE DEVELOPMENT—Logical Thinking** 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	**COGNITIVE DEVELOPMENT—Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
Benchmark 1.3: Shows an awareness of fundamental economic concepts	

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Knows the need for rules within the home, school and community	**SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others** 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules **SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn
Benchmark 1.5: Understands the roles and relationships within his/her family	**SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self** 2. Demonstrates appropriate trust in adults I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) COGNITIVE DEVELOPMENT— **Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play

Kentucky Early Childhood Standards
Crosswalk

The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.6: Knows that diversity exists in the world	**SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior** 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want

Kentucky Early Childhood Standards
Crosswalk

Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	**Fine Motor:** 8, 11, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 30, 33, 34, 35, 36, 38, 39, 40, 41, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 71, 73 **Cognitive:** 1, 2, 5, 7, 9, 11, 16, 18, 19, 21, 22, 23, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 37, 40, 41, 42, 44, 45, 47, 49, 50, 51, 52, 54, 55, 56, 58, 59, 61, 62, 63, 67, 68, 70, 73, 75, 80, 83, 84, 89, 92, 96, 97, 98, 99, 100, 101, 104, 105 **Language:** 1, 5, 8, 11, 13, 25 **Self Help:** 4, 6, 8, 12, 18, 25, 31,32, 34, 46 **Social Emotional:** 2, 4, 6, 7, 10, 14, 18, 25, 30, 31
Benchmark 1.2: Responds to the environment	**Gross Motor:** 36, 63, 72, 78, 80, **Fine Motor:** 2, 4, 6, 8, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 71, 73, **Cognitive:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 31,32, 33, 35, 36, 37, 38, 39, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, C65, 66, 69, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 83, 84, 85, 87, 88, 90, 91, 92, 93, 94, 95, 97, 98, 99, 100, 101, 102, 104, 105 **Language:** 1, 3, 6, 7, 8, 10, 11, 13, 17, 18, 19, 20, 22, 25, 26, 29, 32, 36, 40, 43, 50, L53, 56 **Self Help:** 1, 6, 9, 15, 18, 19, 24, 31, 34, 37, 40, 44 **Social Emotional:** 1, 2, 4, 7, 11, 16, 20, 29, 34

Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Recalls information about the environment	**Fine Motor:** 33, 64, 70 **Cognitive:** 17, 23, 37, 44, 46, 53, 54, 55, 64, 69, 74, 78, 84, 88, 92, 95, 97, 101, 105 **Language:** 18, 22, 25, 26, 32, 36, 41 **Social Emotional:** 20, 26, 34
Benchmark 1.4: Recognizes characteristics of people and objects	**Fine Motor:** 11, 14, 15, 16, 17, 18, 19, 20, 21, 25, 27, 36, 38, 43, 48, 55, 58, 65, 70 **Cognitive:** 3, 10, 15, 16, 21, 22, 23, 26, 27, 41, 44, 45, 49, 52, 54, 58, 62, 63, 65, 68, 71, 74, 78, 81, 87, 90, 94, 98, 101, **Language:** 13, 21, 25, 26, 28, 30, 32, 33, 36, 40, 41, 43, 44, 46, 52, 56 **Self Help:** 1, 12, 18, 19, 22, 27, 30, 34, 38, 41, 45, **Social Emotional:** 3, 6, 12, 20, 25, 26, 34,
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	**Fine Motor:** 11, FM27, FM34 **Cognitive:** 1, 2, 5, 6, 10, 14, 15, 18, 20, 28, 37, 38, 39, 43, 46, 48, 50, 59, 76, 95 **Language:** 1, 3, 6, 7, 8, 10, 11, 12, 17, 18, 19, 20, 22, 50 **Social Emotional:** 3, 7, 16, 17, 18, 19, 25
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	**Fine Motor:** 41, 60, 69 **Cognitive:** 2, 5, 6, 10, 14, 20, 23, 28, 38, 39, 43, 46, 50, 54, 69, 71, 84, 85, 87, 92, 95, 98 **Language:** 3, 6, 7, 8, 17, 18, 19, 20, 21, 22, 25, 26, 31, 55, 56 **Social Emotional:** 1, 3, 4, 5, 6, 7, 9, 10, 16, 17, 18, 19, 20, 26

Kentucky Early Childhood Standards
Crosswalk

Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	**Cognitive:** 4, 15, 24, 26, 36, 38, 39, 42, 43, 50, 53, 59, 64, 66, 79, 94 **Language:** 7, 8, 13, 16, 17, 19, 22, 25, 28, 29, 31, 32, 46, 55 **Social Emotional:** 6, 7, 10, 11, 14,16, 17, 19, 20
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	**Cognitive:** 6, 15, 20, 24, 28, 37, 48, 59, 65, 76, 77, 78, 87, 88, 91, 94, 104, 105 **Language:** 2, 4, 6, 9, 10, 12, 13, 14, 15, 18, 21, 23, 24, 26, 27, 28, 30, 33, 35, 36, 39, 40, 41, 42, 43, 45, 50, 51, 52, 58 **Social Emotional:** 4, 9, 10, 14, 34, 36, 37, 38
Communication Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	**Fine Motor:** 23, 38, 43, 44, 60, 66, 72 **Cognitive:** 45, 63, 66, 68, 100 **Language:** 29
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	**Fine Motor:** 62 **Cognitive:** 45, 48, 63, 104 **Language:** 29, 58, **Social Emotional:** 17, 35, 36
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	**Fine Motor:** 38, 43, 44, 54, 60, 64, 66, 67, 70, 72, 73 **Cognitive:** 68, 84, 92, 98, 100, 101
Benchmark 1.2: Enjoys and engages in music	**Fine Motor:** 11, 27, 34 **Cognitive:** 1, 18, 33, 48, 104 **Language:** 1, 11, 58 **Social Emotional:** 35, 36
Benchmark 1.3: Enjoys and engages in movement and dance	**Gross Motor:** 45, 83 **Social Emotional:** 35
Benchmark 1.4: Enjoys and engages in pretend play and drama	**Cognitive:** 41 **Social Emotional:** 18, 25, 31

Kentucky Early Childhood Standards
Crosswalk

Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	**Gross Motor:** 11, 15, 18, 22, 26, 32, 36,37, 38, 39, 44, 45, 46, 47, 48, 49, 50, 52, 53, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 84, 87, 90 **Fine Motor:** 8, 11, 16, 17, 19, 25, 26, 27, 28, 29, 34, 35, 36, 40, 43, 46, 49, 52, 55, 59, 62, 67, 70, 73, **Cognitive:** 18, 21, 22, 33, 34, 40, 47, 52, 56, 61, 68, 75, 89, 97, 100 **Language:** 8, 16 **Self Help:** 1, 12, 13, 21, 24, 26, 28, 31, 42
Benchmark 1.2: Demonstrates balance and coordination	**Gross Motor:** 25, 26, 27, 29, 31, 32,33, 34, 35, 36, 37,38,39, 40, 41, 43, 44, 45, 46, 47, 48,49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 71, 72, 73, 74, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 89, 90 **Cognitive:** 41, 47, 62, **Self Help:** 13, 19, 21, 26, 28, 29, 31, 38, 42, 43, 44
Benchmark 1.3: Exhibits eye-hand coordination	**Fine Motor:** 11, 15, 16, 17, 19, 25, 26, 27, 29, 32, 34, 35, 38, 41, 42, 43, 44, 45, 49, 52, 53, 54, 56, 59, 62, 65, 68, 71 **Cognitive:** 16, 19, 33, 41, 52, 58,67, 68, 70, 73, 75, 80, 83, 84, 89, 92, 96, 97, 98, 99, 100, **Self Help:** 1, 12, 25, 36
Benchmark 1.4: Controls small muscles in hands	**Fine Motor:** 3, 4, 6, 7, 8, 11, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 30, 31, 34, 35, 37, 41, 42, 43, 44, 47, 50, 52, 53, 56, 57, 60, 63, 66, 69, 72 **Cognitive:** 16, 33, 41, 47, 56, 61, 67, 73, 83, 92, 98 **Self Help:** 1, 17, 32
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	**Fine Motor:** 19, 20, 30 **Cognitive:** 41 **Language:** 38 **Self Help:** 1, 3, 5, 7, 12, 20, 25, 34, 37, 41, 45

Kentucky Early Childhood Standards
Crosswalk

Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	**Cognitive:** 2, 3, 4, 5, 10, 15, 23, 26, 38, 46 **Language:** 3, 8, 10, 21 **Social Emotional:** 1, 4, 6, 7, 10, 12, 13, 23, 24
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	**Cognitive:** 3, 15, 26 **Language:** 3, 10, 21 **Social Emotional:** 10, 21
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	**Cognitive:** 4, 6, 10, 15, 20, 25, 46 **Language**: 5, 6, 12, 38 **Social Emotional:** 3, 4, 9, 10, 11, 12, 14
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	COG13, COG26, COG50, COG53, COG69, COG71, L16, L19, L20, L22, L38, L55, SE8, SE11, SE16, SE17,SE19, SE20, SE26, SE30, SE38
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	
Benchmark 1.2: Develops skills in and appreciation of dance	
Benchmark 1.3: Develops skills in and appreciation of music	
Benchmark 1.4: Develops skills in and appreciation of drama	
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	
Benchmark 1.2: Uses spoken language for a variety of purposes	
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	

Kentucky Early Childhood Standards
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Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	
Benchmark 2.2: Observes to gain information and understanding	
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	
Benchmark 3.3: Demonstrates knowledge of the alphabet	
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	
Benchmark 3.5: Draws meaning from pictures, print and text	
Benchmark 3.6: Tells and retells a story	
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	
Benchmark 4.3: Explores the physical aspect of writing	
Health/Mental Wellness Standard 1:Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	
Benchmark 1.2: Applies social problem solving skills	
Benchmark 1.3: Exhibits independent behavior	

Kentucky Early Childhood Standards
Crosswalk

Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	
Benchmark 1.4: Measures and describes using nonstandard and standard units	
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	
Benchmark 1.3: Uses a variety of tools to explore the environment	
Benchmark 1.4: Collects, describes, and records information through a variety of means	

Kentucky Early Childhood Standards
Crosswalk

Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.5: Makes and verifies predictions based on past experiences	
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	
Benchmark 1.3: Shows an awareness of fundamental economic concepts	
Benchmark 1.4: Knows the need for rules within the home, school and community	
Benchmark 1.5: Understands the roles and relationships within his/her family	
Benchmark 1.6: Knows that diversity exists in the world	

Kentucky Early Childhood Standards
Crosswalk

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	**Birth-1 Year Old** Skills: 1.05, 1.06, 1.10 1.13, 1.15, 1.34, 1.23 **1-2 Years Old** Skills: 1.97, 5.52 **2-3 Years Old** Skills: 1.103
Benchmark 1.2: Responds to the environment	**Birth-1 Year Old** Skills: 1.03, 1.05 **1-2 Years Old** Skills: 1.69, 5.36
Benchmark 1.3: Recalls information about the environment	**Birth-1 Year Old** Skills: 1.08, 1.09, 1.20, 1.32 **1-2 Years Old** Skills: 1.62, 1.78, 1.80, 1.81, 1.94, 2.53 **2-3 Years Old** Skills: 1.113
Benchmark 1.4: Recognizes characteristics of people and objects	**1-2 Years Old** Skills: 1.91, 1.92, 1.102, 1.111 **2-3 Years Old** Skills: 1.124, 1.131
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	**Birth-1 Year Old** Skills: 1.03, 1.06 1.10, 1.12, 1.16, 1.18, 1.19, 1.24, 1.30, 1.43, 1.48 **1-2 Years Old** Skills: 1.98, 1.104, 2.26 **2-3 Years Old** Skills: 1.154

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	**Birth-1 Year Old** Skills: 1.04, 1.07. 1.12, 1.27. 1.43 **1-2 Years Old** Skills: 1.43, 1.48, 1.56, 1.87, 1.119 **2-3 Years Old** Skills: 2.74
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	**Birth-1 Year Old** Skills: 1.38, 1.43, 2.19, 5.21, 5.32 **1-2 Years Old** Skills: 1.43, 1.97, 2.38, 5.38, 5.58
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	**Birth-1 Year Old** Skills: 2.02, 2.05, 2.06, 2.07, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.21 **1-2 Years Old** Skills: 2.27, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.46, 2.48, 2.55 **2-3 Years Old** Skills: 2.52, 2.59, 2.64, 2.72, 2.73, 2.74, 2.81, 2.88, 2.89, 2.90, 2.91, 2.96, 2.97
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	**Birth-1 Year Old** Skills: 1.44, 1.60 **1-2 Years Old** Skills: 1.60, 1.82, 1.127, 4.55, 4.71 **2-3 Years Old** Skills: 1.107, 1.152, 2.90, 2.97

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	**Birth-1 Year Old** Skills: 1.44, 1.60 **1-2 Years Old** Skills: 1.60, 1.82, 1.106 **2-3 Years Old** Skills: 1.152, 2.90, 2.91, 2.97
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	**Birth-1 Year Old** Skills: 4.01, 4.03, 4.53 **1-2 Years Old** Skills: 1.68, 1.99, 1.100, 4.59, 4.71, 4.76 **2-3 Years Old** Skills: 4.73, 4.75, 4.83
Benchmark 1.2: Enjoys and engages in music	**Birth-1 Year Old** Skills 1.65, 2.15 **1-2 Years Old** Skills: 2.43, 2.55 **2-3 Years Old** Skills: 1.106, 2.64, 2.91
Benchmark 1.3: Enjoys and engages in movement and dance	**Birth-1 Year Old** Skills: 1.65 **1-2 Years Old** Skills: 2.43, 2.55 **2-3 Years Old** Skills: 2.64, 2.91
Benchmark 1.4: Enjoys and engages in pretend play and drama	**1-2 Years Old** Skills: 5.35, 5.52 **2-3 Years Old** Skills: 1.130, 1.153, 5.77

Kentucky Early Childhood Standards
Crosswalk

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	**Birth-1 Year Old** Skills***: Gross***: 1.29, 3.02, 3.03, 3.07, 3.09, 3.10, 3.11, 3.15, 3.23, 3.26, 3.28, 3.29, 3.34, 3.36, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.49, 3.51, 3.52, 3.53, 3.57, 3.58, 3.59, 3.60, 3.63, 3.64, 3.65, ***Fine***: 4.07, 4.21, 4.22, 4.26, 4.28, 4.30, 4.35, 4.38, 4.41, 4.44, 4.51 **1-2 Years Old** Skills***: Gross***: 3.61, 3.66, 3.67, 3.69, 3.70, 3.72, 3.74, 3.76, 3.77, 3.78, 3.79, 3.80, 3.82, 3.85, 3.88, 3.90, 3.97, 3.98 3.101, 3.106, 3.115 ***Fine***: 4.55, 4.78 **2-3 Years Old** Skills***: Gross***: 3.107, 3.111, 3.112, 3.114, 3.116, 3.117, 3.118, 3.123, 3.124, 3.125, 3.127, 3.128, 3.131, 3.132, 3.133, 3.137, 3.139, 3.140, 3.142, 3.144, 3.146 ***Fine***: 4.78, 4.89
Benchmark 1.2: Demonstrates balance and coordination	**Birth-1 Year Old** Skills: 3.21, 3.22, 3.23, 3.26, 3.29, 3.30, 3.33, 3.34, 3.36, 3.40, 3.44, 3.45, 3.46, 3.47, 3.49, 3.50, 3.52, 3.55, 3.58, 3.59, 3.60, 3.61, 3.63, 3.64, 3.65 **1-2 Years Old** Skills: 3.66, 3.68, 3.71, 3.80, 3.81, 3.83, 3.86,3.87, 3.89, 3.90, 3.96, 3.102, 3.103 **2-3 Years Old** Skills: 3.114, 3.118, 3.119, 3.120, 3.121, 3.122, 3.131, 3.136, 3.138, 3.140, 3.145, 3.146

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Exhibits eye-hand coordination	**Birth-1 Year Old** Skills: 4.29, 4.42, 4.56 **1-2 Years Old** Skills: 3.85, 3.88, 3.97, 4.60, 4.65, 4.67, 4.73, 4.75, 4.82, 4.83, 4.84, 4.86, 6.25 **2-3 Years Old** Skills: 3.111
Benchmark 1.4: Controls small muscles in hands	**Birth-1 Year Old** Skills: 4.47, 4.53 **1-2 Years Old** Skills: 1.71, 1.86, 4.59, 4.62, 4.71, 4.73, 6.47 **2-3 Years Old** Skills: 4.75, 4.80, 4.83, 4.90, 6.65
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	**Birth-1 Year Old** Skills: 6.16, 6.18, 6.21, 6.25, 6.26, 6.29 **1-2 Years Old** Skills: 6.31, 6.32, 6.34, 6.38, 6.39, 6.46, 6.48, 6.51, 6.54, 6.57 **2-3 Years Old** Skills: 6.63, 6.64, 6.70, 6.71, 6.72, 6.73, 6.77, 6.78, 6.79, 6.81, 6.82, 6.83, 6.92, 6.93
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	**Birth-1 Year Old** Skills: 5.01, 5.17, 5.20, 5.25 **1-2 Years Old** Skills: 5.37
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	**Birth-1 Year Old** Skills: 5.12, 5.15, 5.32 **1-2 Years Old** Skills: 1.77, 5.38, 5.46, 5.58, 5.59 **2-3 Years Old** Skills: 5.70, 5.78

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	**Birth-1 Year Old** Skills: 1.39, 2.02, 2.06, 5.03, 5.07, 5.13, **1-2 Years Old** Skills: 5.51, 5.53, 5.57 **2-3 Years Old** Skills: 5.77, 5.87
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	**Birth-1 Year Old** Skills: 1.55 **1-2 Years Old** Skills: 5.43 **2-3 Years Old** Skills: 1.122, 5.56, 5.67, 5.71, 5.88, 5.93
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**4 Years Old** Skills: 4.110, 4.111, 4.116, 4.119, 4.122
Benchmark 1.2: Develops skills in and appreciation of dance	**3 Year Old** Skills: 1.170, 1.173, 1.178, 1.179, 1.186, 2.103, 5.105, 5.110 **4 Years Old** Skills: 1.221, 1.223, 1.267
Benchmark 1.3: Develops skills in and appreciation of music	**3 Year Old** Skills: 1.166, 1.171, 1.172, 1.194 **4 Years Old** Skills: 1.201, 1.221, 1.223
Benchmark 1.4: Develops skills in and appreciation of drama	
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	**3 Year Old** Skills: 2.103, 2.104, 2.105, 2.115 **4 Years Old** Skills: 2.143, 2.150, 2.155, 2.156

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Uses spoken language for a variety of purposes	**3 Year Old** Skills: 1.164, 1.168, 1.183, 2.112, 2.117, 2.133, 5.105, 5.106, 5.121, 5.134 **4 Years Old** Skills: 1.205, 1.245, 1.297, 2.146, 2.147, 2.181, 5.137
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	**3 Year Old** Skills: 1.169, 1.231, 2.112, 2.131, 2.188, 5.115 **4 Years Old** Skills: 1.201, 1.231, 5.167
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**3 Year Old** Skills: 1.183, 2.108, 2.121, 2.122, 2.123, 2.124, 2.143, 5.101, 5.105 **4 Years Old** Skills: 1.199, 2.144, 2.154, 5.161
Benchmark 2.2: Observes to gain information and understanding	**3 Year Old** Skills: 1.194, 5.101 **4 Years Old** Skills: 1.201, 5.142, 5.156
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**3 Year Old** Skills: 1.168, 1.169, 1.184, 1.190, 2.115, 2.118 **4 Years Old** Skills: 1.198, 2.149, 2.153, 2.158, 2.160
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	**3 Year Old** Skills: 1.176, 1.198, 2.118 **4 Years Old** Skills: 1.198, 1.206, 1.208, 1.242, 1.262, 2.148
Benchmark 3.3: Demonstrates knowledge of the alphabet	**4 Years Old** Skills: 1.208, 1.213, 1.242, 1.255, 1.258, 1.270, 1.271, 4.121

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	**3 Year Old** Skills: 2.108, 2.109, 2.123 **4 Years Old** Skills: 1.199, 1.201, 1.257, 1.268
Benchmark 3.5: Draws meaning from pictures, print and text	**3 Year Old** Skills: 1.165, 1.176, 1.180, 1.184, 1.198, 2.118, 2.121, 2.143 **4 Years Old** Skills: 1.206, 1.208, 2.148, 2.153, 2.159, 2.160, 2.174, 5.165
Benchmark 3.6: Tells and retells a story	**3 Year Old** Skills: 1.169, 1.184, 2.118 **4 Years Old** Skills: 2.149, 2.153, 2.158, 2.164, 2.169 2.172
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	**4 Years Old** Skills: 1.242, 1.255
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**3 Year Old** Skills: 1.161. 1.167, 1.193 **4 Years Old** Skills: 1.207, 1.210, 1.213, 1.220, 1.242, 1.255, 1.260, 2.159, 4.107, 4.114, 5.165
Benchmark 4.3: Explores the physical aspect of writing	
Health/Mental Wellness Standard 1:Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	**3 Year Old** Skills: 5.98, 5.102, 5.112, 5.114, 5.118, 5.123, 5.124 **4 Years Old** Skills: 5.131, 5.136, 5.138, 5.145, 5.146, 5.148, 5.149, 5.151, 5.155, 5.156, 5.157, 5.163, 5.174, 5.177, 5.182

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Applies social problem solving skills	**3 Year Old** Skills: 5.96, 5.97, 5.98, 5.118, 5.128 **4 Years Old** Skills: 5.112, 5.124, 5.135, 5.143, 5.145, 5.146, 5.148, 5.158, 5.191
Benchmark 1.3: Exhibits independent behavior	**3 Year Old** Skills: 5.128, 5.130, 5.132 **4 Years Old** Skills: 1.217, 5.151, 5.167, 5.183, 5.195, 5.196
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**3 Year Old** Skills: 5.107 **4 Years Old** Skills: 5.154
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**3 Year Old** Skills: 1.160, 1.174, 1.175, 1.195 **4 Years Old** Skills: 1.209, 1.211, 1.214, 1.215, 1.235, 1.249, 1.251, 1.252, 4.107, 4.113, 5.165, 5.179
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**3 Year Old** Skills: 1.161, 1.175, 1.180, 1.191, 1.192, 1.193, 4.102, 4.94 **4 Years Old** Skills: 1.196, 1.207, 1.210, 1.216, 1.222, 1.224, 1.230, 1.233, 1.237, 1.256, 4.113
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**3 Year Old** Skills: 1.180, 1.181, 1.182, 1.192, 1.196, 1.197, 1.204, 4.100 **4 Years Old** Skills: 1.215, 1.216. 1.222, 1.227, 1.228, 1.229, 1.230, 1.233, 1.234, 1.236, 1.237, 1.238, 1.243, 1.244, 1.245, 1.249, 4.103, 4.105, 4.109, 4.112, 4.115, 4.117

Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Measures and describes using nonstandard and standard units	**3 Year Old** Skills: 1.180, 1.182 **4 Years Old** Skills: 1.222, 1.256, 4.103, 4.105
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	**3 Year Old** Skills: 3.150 **4 Years Old** Skills: 3.171, 3.174
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**3 Year Old** Skills: 3.149, 3.159, 3.165 **4 Years Old** Skills: 3.167, 3.169
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**3 Year Old** Skills: 1.167, 3.160, 3.163, 3.166 **4 Years Old** Skills: 4.112, 4.113
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**3 Year Old** Skills: 1.178, 3.147, 3.150, 3.152, 3.153, 3.159, 3.161, 3.162, 3.163, 3.165, 3.167, 4.94, 4.98 **4 Years Old** Skills: 3.169, 3.171, 3.172, 3.174, 3.176
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**3 Year Old** Skills: 1.161, 1.191, 1.193, 4.94, 4.95, 4.96, 4.97, 4.98 **4 Years Old** Skills: 1.207, 1.210, 4.107, 4.112, 4.113, 4.114, 4.116, 4.119
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	**3 Year Old** Skills: 4.100, 4.103, 4.104, 4.105

Kentucky Early Childhood Standards
Crosswalk

HELP Birth to 3

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	**3 Year Old** Skills: 2.109 **4 Years Old** Skills: 2.160, 2.164, 2.171
Benchmark 1.3: Uses a variety of tools to explore the environment	
Benchmark 1.4: Collects, describes, and records information through a variety of means	**3 Year Old** Skills: 4.105 **4 Years Old** Skills: 1.202, 1.227, 1.228, 1.229, 1.238, 1.243, 1.244, 4.106
Benchmark 1.5: Makes and verifies predictions based on past experiences	**4 Years Old** Skills: 2.153, 2.164, 2.169, 2.172
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**3 Year Old** Skills: 1.169 **4 Years Old** Skills: 1.231, 1.240, 1.254, 1.298, 2.149, 2.153, 2.164, 2.169, 2.172, 2.174
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	**3 Year Old** Skills: 1.180, 1.181, 1.182, 1.196, 4.100 **4 Years Old** Skills: 1.197, 1.227, 1.228, 1.229
Benchmark 1.3: Shows an awareness of fundamental economic concepts	
Benchmark 1.4: Knows the need for rules within the home, school and community	**3 Year Old** Skills: 5.124, 5.131 **4 Years Old** Skills: 5.131, 5.135, 5.138, 5.141, 5.145, 5.148, 5.151, 5.157, 5.158, 5.161, 5.177, 5.182, 5.210, 5.211, 5.213, 5.216, 5.223

Kentucky Early Childhood Standards
Crosswalk

HELP Birth to 3

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.5: Understands the roles and relationships within his/her family	**3 Year Old** Skills: 5.108, 5.109 **4 Years Old** Skills: 5.169, 5.181
Benchmark 1.6: Knows that diversity exists in the world	

Kentucky Early Childhood Standards
Crosswalk

Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	
Benchmark 1.2: Responds to the environment	
Benchmark 1.3: Recalls information about the environment	
Benchmark 1.4: Recognizes characteristics of people and objects	
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	
Benchmark 1.2: Enjoys and engages in music	
Benchmark 1.3: Enjoys and engages in movement and dance	
Benchmark 1.4: Enjoys and engages in pretend play and drama	

Kentucky Early Childhood Standards
Crosswalk

Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	
Benchmark 1.2: Demonstrates balance and coordination	
Benchmark 1.3: Exhibits eye-hand coordination	
Benchmark 1.4: Controls small muscles in hands	
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**Fine Motor:** 4, 9, 10, 16, 18, 19, 25, 30, 32, 34, 35 **Pre-Writing:** 1, 2, 3, 4, 5, 6, 8, 9, 11, 13, 14, 16, 17, 18, 19, 20, 23, 27, 29, 31, 32, 34, 38 **Cognitive:** 11, 14, 22, 23, 27, 30, 33, 42 **Language:** 4, 6, 8, 9, 10, 13, 24
Benchmark 1.2: Develops skills in and appreciation of dance	**Gross Motor:** 32, **Personal/Social:** 43
Benchmark 1.3: Develops skills in and appreciation of music	**Cognitive:** 48, 50 **Language:** 21, 59
Benchmark 1.4: Develops skills in and appreciation of drama	**Personal/Social:** 2, 3, 7, 21, 23, 24, 25, 33, 37

Kentucky Early Childhood Standards
Crosswalk

Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	**Pre-Writing:** 20, 27, 29 **Cognitive:** 9, 12, 15, 23, 28, 29, 30, 31, 33, 44, 45, 51, 52, 54, 55, 58, 63, 80 **Language:** 4, 6, 7, 9,10, 13, 26, **Personal/Social:** 4
Benchmark 1.2: Uses spoken language for a variety of purposes	**Cognitive:** 32, 47, 65, **Language:** 8, 14, 15, 17, 18, 27, 28, 38, 39, 56, **Self Help:** 6 **Personal/Social:** 18, 28, 29, 31, 37
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	**Language:** 46
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**Language:** 3, 19, 23 **Personal/Social:** 1, 5, 27
Benchmark 2.2: Observes to gain information and understanding	**Cognitive:** 1, 2, 4, 27, 38, 50, 61, 78
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**Language:** 4, 8, 9, 10, 19, 42, 52, 53, 57
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	**Language:** 4, 6, 8, 9, 10, 13, 14, 17, 24, 29, 31, 33, 35, 37, 42, 44, 45, 49, 52, 53, 57, 58, 63
Benchmark 3.3: Demonstrates knowledge of the alphabet	**Language:** 31, 35, 44
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	**Language:** 59, 60, 63, 64, 69
Benchmark 3.5: Draws meaning from pictures, print and text	**Cognitive:** 23 **Language:** 4, 6, 8, 9, 31, 49, 57, 61
Benchmark 3.6: Tells and retells a story	**Language:** 52, L67
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	**Language:** 45, 49

Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**Pre-Writing:** 1, 2, 8, 10, 21, 22, 25, 26, 28, 33
Benchmark 4.3: Explores the physical aspect of writing	**Pre-Writing:** 1, 2, 7, 12, 16, 17, 18, 30, 33
Health/Mental Wellness Standard 1:Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	**Personal/Social:** 5, 8, 10, 11, 17, 18, 19, 20, 23, 24, 25, 27, 31, 32, 36, 42
Benchmark 1.2: Applies social problem solving skills	**Personal/Social:** 24, 31, 37, 44
Benchmark 1.3: Exhibits independent behavior	**Self Help:** 2, 3, 4, 6, 7, 8, 9, 10, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 44, 45 **Personal/Social:** 13, 27, 32
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**Personal/Social:** 2, 32
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**Cognitive:** 8, 13, 19, 26, 34, 40, 41, 46, 56, 67, 70, 71
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**Cognitive:** 15, 44, 45, 55, 64
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**Cognitive:** 6, 9, 11, 12, 14, 20, 24, 28, 38, 42, 50, 60, 64, 85
Benchmark 1.4: Measures and describes using nonstandard and standard units	**Cognitive:** 3, 9, 10, 12, 20, 21, 28, 51, 59, 64
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**Gross Motor:** 9, 16, 17, 23, 26, 28, 29, 32, 39, 44, 47 **Personal/Social:** 43
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**Gross Motor:** 7, 8, 10, 11, 13, 18, 19, 20, 21, 25, 30, 31, 33, 34, 35, 36, 37, 43, 46, 49, 52
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**Gross Motor:** 3, 5, 6, 12, 14, 24, 27, 29, 32, 34, 35, 38, 39, 40, 42, 44, 45, 48, 49, 54 Personal/Social: 43
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**Fine Motor:** 2, 3, 4, 11, 12, 15, 16, 17, 18, 19, 21, 22, 25, 26, 32, 34, 39, 40 **Pre-Writing:** 1, 2, 6, 7, 13, 16, 17, 18, 30 **Cognitive:** 1, 2, 3, 4, 5, 25 **Self Help:** 2, 11, 22, 27, 29, 31, 32, 33

Kentucky Early Childhood Standards
Crosswalk

Learning Accomplishment Profile–3(LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	**Cognitive:** 21, 64
Benchmark 1.4: Collects, describes, and records information through a variety of means	**Pre-Writing:** 27, 29 **Language:** 48
Benchmark 1.5: Makes and verifies predictions based on past experiences	**Cognitive:** 61 **Language:** 48
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**Cognitive** 29, **Language:** 41
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	**Cognitive:** 85, 87 **Language:** 48
Benchmark 1.3: Shows an awareness of fundamental economic concepts	**Cognitive:** 7, 8, 13, 16, 19, 41, 87
Benchmark 1.4: Knows the need for rules within the home, school and community	**Language:** 3, 23, 54 **Personal/Social:** 1, 5, 13, 27, 28, 32
Benchmark 1.5: Understands the roles and relationships within his/her family	**Personal/Social:** 26
Benchmark 1.6: Knows that diversity exists in the world	**Personal/Social:** 6, 12, 15, 44

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	4 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Pays attention to what is happening in the environment. (p. 11) 8 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Attends to what is happening in the environment. (p. 20) 12 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28) 18 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Gains new understanding while exploring the environment. (p. 37) 24 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Explores the environment and learn how things work. (p. 48) 30 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Explores new ways to do things and show beginning understanding of concepts such as color, size, matching, and weight. (p. 60) 36 months – **Cognitive Development** V. Exploring and Problem Solving: Toddler Discoveries, Explores and understand in more detailed and abstract ways. (p. 73)

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Responds to the environment	4 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Makes things happen, quite often unintentionally. (p. 12) 8 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Makes things happen. (p. 21) 12 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Makes expected things happen. (p. 29) 18 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Uses toys and other objects with a purpose. (p. 38) 24 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Expects specific results when playing with toys and other objects. (p. 50) 30 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Begins to understand consequences when re-creating familiar events and following routines. (p. 62) 36 months – **Cognitive Development** V. Exploring and Problem solving: Toddler Discoveries, Shows ability to figure things out. (p. 74)
Benchmark 1.3: Recalls information about the environment	4 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Pays attention to what is happening in the environment. (p. 11) 8 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Displays short-term memory. (p. 20) 12 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Demonstrates memory. (p. 28) 18 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Shows increased memory skills. (p. 38) 24 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Shows increasing memory for details and routines. (p. 49)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.3**: Recalls information about the environment	30 months – **Cognitive Development** B. Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p. 61) 36 months – **Cognitive Development** V. Exploring and Problem solving: Toddler Discoveries, Plans before taking action. (p.74)
Benchmark 1.4: Recognizes characteristics of people and objects	4 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Responds to familiar adults. (p. 7) 4 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Pays attention to what is happening in the environment. (p. 11) 8 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Engages with familiar adults. (p. 15) 8 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Attends to what is happening in the environment. (p. 20) 12 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows preference for familiar adults. (p. 23) 12 months – **Cognitive Development** V. Exploring and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28) 18 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Relies on the presence of familiar adults to try things. (p. 32) 18 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Gains new understanding while exploring the environment. (p. 37) 24 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Seeks the support of familiar adults to try things. (p. 42) 24 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Explores the environment and learns how things work. (p. 48)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.4**: Recognizes characteristics of people and objects	30 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows need for familiar adult's approval and also acts independently. (p. 53) 30 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight. (p. 60) 30 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p. 61) 36 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p. 66) 36 months – **Cognitive Development** V. Exploring and Problem Solving: Toddler Discoveries Explores and understands in more detailed and abstract ways. (p. 73) 36 months – **Cognitive Development** V. Exploring and Problem solving: Toddler Discoveries, Plans before taking action. (p.74)
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	4 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p.10) 8 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p.18) 12 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Shows understanding of gestures and words. (p.26) 18 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Shows increased understanding of words and gestures. (p.36)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.1**: Focuses on and attends to communication of others and to sounds in the environment to gain information	24 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Follows simple directions and suggestions consistently. (p.46) 30 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories. (p.58) 36 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Understands questions, some abstract concepts, and simple directions. (p.71)
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	4 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p. 10) 8 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p. 18) 12 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Shows understanding of gestures and words. (p. 26) 18 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Shows increased understanding of words and gestures. (p. 36) 24 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Follows simple directions and suggestions consistently. (p. 46) 30 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories. (p. 58) 30 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses words and some conventions of speech to express thoughts and ideas. (p. 59) 36 months – **Communication and Language** IV. Understanding and Communicating:

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.2**: Responds to the verbal and nonverbal communication of others	Toddler Talk, Understands questions, some abstract concepts, and simple directions. (p. 71) 36 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses some conventions of speech when expressing thoughts, ideas, and commenting on observation. (p. 72)
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	4 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8) 4 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p. 10) 8 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses feelings. (p. 16) 8 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p. 18) 12 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows likes and dislikes. (p. 24) 12 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses consistent sounds, verbal expressions, and gestures to communicate. (p. 27) 18 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows preferences, likes, and dislikes. (p. 33) 18 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses consistent sounds, gestures, and some words to communicate. (p. 36) 24 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses own ideas, interests, and feelings. (p. 43)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 2.1**: Engages in nonverbal communication for a variety of purposes	30 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows growing ability to manage own behavior in different ways. (p. 55)
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	4 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses sounds and body movements to communicate. (p. 11) 8 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses a variety of sounds and motions to communicate. (p. 19) 12 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses consistent sounds, verbal expressions, and gestures to communicate. (p. 27) 18 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses consistent sounds, gestures, and some words to communicate. (p. 36) 24 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses a growing number of words and puts several words together. (p. 47) 30 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses words and some conventions of speech to express thoughts and ideas. (p. 59) 30 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Participates in conversations. (p.60) 36 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Participates in conversations. (p.72) 36 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses some conventions of speech when expressing thoughts, ideas, and commenting on observation. (p. 72)

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	4 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p. 10) 8 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p. 18) 12 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Shows understanding of gestures and words. (p. 26) 18 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Shows increased understanding of words and gestures. (p. 36) 18 months – **Communication and Language** IV. Understanding and Communicating: Baby Talk, Uses consistent sounds, gestures, and some words to communicate. (p. 36) 24 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Follows simple directions and suggestions consistently. (p. 46) 24 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses a growing number of words and puts several words together. (p. 47) 30 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories. (p. 58) 30 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses words and some conventions of speech to express thoughts and ideas. (p. 59)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 3.2**: Demonstrates interest and engagement in stories, songs, and rhymes	36 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Understands questions, some abstract concepts, and simple directions. (p. 71) 36 months – **Communication and Language** IV. Understanding and Communicating: Toddler Talk, Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations. (p. 72)
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	4 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries Pays attention to what is happening in the environment. (p. 11) 8 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Attends to what is happening in the environment. (p. 20) 8 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Uses both hands with intention and purpose. (p. 22) 12 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28) 12 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Coordinates eyes with hands while holding and exploring objects. (p. 30) 18 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Gains new understanding while exploring the environment. (p. 37) 24 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Uses hands and eyes to accomplish a variety of activities. (p. 51) 30 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p. 61)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.1**: Enjoys and engages in visual arts	30 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrates eye-hand coordination while manipulating and exploring objects. (p. 63) 36 months – **Cognitive Development** V. Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p. 74) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Uses fingers, hands, and eyes to engage in a variety of activities. (p. 76)
Benchmark 1.2: Enjoys and engages in music	4 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8) 4 months – **Social and Emotional Development** I. Personal and Connections: Its about Trust, Responds to familiar adults. (p. 7) 8 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses feelings. (p. 16) 12 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28) 18 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows preferences, likes, and dislikes. (p. 33) 24 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Shows increasing memory for details and routines. (p. 49) 36 months – **Cognitive Development** V. Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p. 74) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p.75)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Enjoys and engages in movement and dance	4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Gains control of head and body. (p. 13) 8 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Changes body positions. (p .21) 12 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Changes position and begins to move from place to place. (p. 30) 18 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Moves from place to place. (p. 39) 24 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Shows increasing coordination and balance, and combines actions to participate in play activities. (p. 50) 30 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Shows coordination skills while moving around and engaging in play activities. (p. 63) 36 months – **Cognitive Development** V. Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p. 74) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)
Benchmark 1.4: Enjoys and engages in pretend play and drama	4 months – **Social and Emotional Development** I. Personal and Connections: Its about Trust, Responds to familiar adults. (p. 7) 4 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8) 8 months – **Social and Emotional Development** I. Personal and Connections: Its about Trust, Engages with familiar adults. (p. 15) 8 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses feelings. (p. 16) 12 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Demonstrates memory. (p.28)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.4:** Enjoys and engages in pretend play and drama	18 months – **Cognitive Development** V. Exploration and Problem Solving: Baby Discoveries, Shows increased memory skills. (p.38) 24 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses own ideas, interests, and feelings. (p.43) 24 months – **Social and Emotional Development** III. Relationships with Other Children: Child to Child, Watches and plays briefly with other children. (p.45) 30 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses feelings through language and pretend play. (p.56) 30 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p.61) 30 months – **Cognitive Development** V. Exploration and Problem Solving: Toddler Discoveries, Begins to understand consequences when re-creating familiar events and following routines. (p.62) 36 months – **Cognitive Development** V. Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p.74) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Gains control of head and body. (p.13) 8 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Changes body positions. (p.21) 12 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Changes position and begins to move from place to place. (p.30) 18 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Moves from place to place. (p.39) 24 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Shows increasing coordination and balance, and combines actions to participate in play activities. (p. 50) 30 months — **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Shows coordination skills while moving around and engaging in play activities. (p. 63) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)
Benchmark 1.2: Demonstrates balance and coordination	4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Gains control of head and body. (p. 13) 8 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Changes body positions. (p. 22) 12 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Changes position and begins to move from place to place. (p. 30) 18 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Move from place to place. (p. 39) 24 months – **Physical Development** VI. Movement and Coordination:

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.2**: Demonstrates balance and coordination	Toddlers in Motion, Shows increasing coordination and balance, and combines actions to participate in play activities. (p. 50) 30 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Shows coordination skills while moving around and engaging in play activities. (p. 63) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)
Benchmark 1.3: Exhibits eye-hand coordination	4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Reaches toward things that capture their attention. (p. 13) 8 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Uses both hands with intention and purpose. (p. 22) 4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Reaches toward things that capture their attention. (p. 13) 4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Holds things briefly before they drop from fingers. (p. 14) 8 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Uses both hands with intention and purpose. (p. 22) 12 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Coordinates eyes with hands while holding and exploring objects. (p. 30) 18 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Uses hands to engage in a variety of activities and social games. (p. 40) 24 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Uses hands and eyes to accomplish a variety of activities. (p. 51) 30 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrates eye-hand coordination while manipulating and exploring objects. (p. 63)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.3**: Exhibits eye-hand coordination	36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Uses fingers, hands, and eyes to engage in a variety of activities. (p. 76)
Benchmark 1.4: Controls small muscles in hands	4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Reach toward things that capture their attention. (p. 13) 4 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Hold things briefly before they drop from fingers. (p. 14) 8 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Use both hands with intention and purpose. (p. 22) 12 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Coordinate eyes with hands while holding and exploring objects. (p. 30) 18 months – **Physical Development** VI. Movement and Coordination: Babies in Motion, Use hands to engage in a variety of activities and social games. (p. 40) 24 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Use hands and eyes to accomplish a variety of activities. (p. 51) 30 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Demonstrate eye-hand coordination while manipulating and exploring objects. (p. 63) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Use fingers, hands, and eyes to engage in a variety of activities. (p. 76)
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	4 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8) 8 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Uses both hands with intention and purpose. (p. 22)

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Early Childhood Standards and Benchmarks	Crosswalk Items
(Continued) **Benchmark 1.5**: Expresses physical needs and actively participates in self-care routines to have these needs met	12 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Coordinates eyes with hands while holding and exploring objects. (p. 30) 18 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Begins to participate in self-help activities. (p. 41) 24 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Participates in self-help activities. (p. 52) 30 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Participates in self-help activities. (p. 64) 36 months – **Physical Development** VI. Movement and Coordination: Toddlers in Motion, Accomplishes many self-help activities. (p. 77)
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	4 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Responds to familiar adults. (p. 7) 8 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Engages with familiar adults. (p. 15) 12 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows preference for familiar adults. (p. 23) 18 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Relies on the presence of familiar adults to try things. (p. 32) 24 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Seeks the support of familiar adults to try things. (p. 42) 30 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows need for familiar adult's approval and also act independently. (p. 53) 36 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p. 66)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	4 months – **Social and Emotional Development** III. Relationships with other Children: Child to Child, Shows awareness of other children. (p. 9) 4 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows awareness of unfamiliar people. (p. 8) 8 months – **Social and Emotional Development** III. Relationships with other Children: Child to Child, Shows awareness of other children. (p. 17) 8 months – Social and Emotional Development I. Personal Connections: It's About Trust, Notices and reacts to unfamiliar adults. (p. 16) 12 months – **Social and Emotional Development** III. Relationships with other Children: Child to Child, Demonstrates awareness of other children. (p. 26) 12 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Reacts to unfamiliar adults. (p. 24) 18 months – **Social and Emotional Development** III. Relationships with other Children: Child to Child, Interacts with other children. (p. 35) 18 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows awareness of unfamiliar adults. (p. 33) 24 months – **Social and Emotional Development** III. Relationships with other Children: Child to Child, Watches and plays briefly with other children. (p.45) 24 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Acts cautiously around unfamiliar adults. (p. 43) 30 months – **Social and Emotional Development** III. Relationships with other Children: Child to Child, Plays beside other children. (p. 57) 30 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows cautious interest in unfamiliar adults. (p. 54) 36 months – **Social and Emotional Development** I. Personal Connections: It's About Trust, Shows cautious interest in new people. (p. 67) 36 months – **Social and Emotional Development** III. Relationships with Other Children: Child to Child, Shows capacity to play cooperatively with other children. (p. 70)

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	4 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8) 8 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses feelings. (p. 16) 12 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows likes and dislikes. (p. 24) 18 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows preferences, likes, and dislikes. (p. 33) 24 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Expresses own ideas, interests, and feeling. (p. 43) 24 months – **Social and Emotional Development** III. Relationships with Other Children: Child to Child, Shows awareness of other children's feelings. (p. 46) 30 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows an emerging sense of self. (p. 55) 30 months – **Social and Emotional Development** III. Relationships with Other Children: Child to Child, Responds to other children's feelings. (p. 57) 36 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows comfort with independence, competence, and expressing feelings. (p. 67) 36 months – **Social and Emotional Development** III. Relationships with Other Children: Child to Child, Responds to other children's feelings. (p. 70)

The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	4 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Calms self. (p.9) 8 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Learns to cope with familiar and unfamiliar situations. (p.17) 12 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Tries to manage own behavior in different situations. (p.25) 18 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Tries to manage own behavior. (p.34) 24 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Tries to manage own behavior. (p.44) 30 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Shows growing ability to manage own behavior in different ways. (p.55) 36 months – **Social and Emotional Development** II. Feelings About Self: Learning About Me, Demonstrates emerging ability to manage own behavior. (p.68)
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion: Uses hands with increasing control and precision for a variety of purposes. (p.88)
Benchmark 1.2: Develops skills in and appreciation of dance	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion: Participates in many play activities and use new movement skills. (p.87)

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Develops skills in and appreciation of music	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion: Uses hands with increasing control and precision for a variety of purposes. (p. 88) 42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Participates in many play activities and uses new movement skills. (p. 87)
Benchmark 1.4: Develops skills in and appreciation of drama	42 months – **Personal and Social Development** I. Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p.78) 42 months – **Personal and Social Development** III. Relationships With Other Children: Child to Child, Engages in cooperative play with other children. (p. 81)
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	
Benchmark 1.2: Uses spoken language for a variety of purposes	42 months – **Personal and Social Development** II. Feelings About Self: Learning About Me, Expresses feelings, needs, and wants. (p.81) 42 months – **Personal and Social Development** III. Relationships With Other Children: Child to Child, Shows increasing ability to understand the feelings of other children. (p.82) 42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83) 42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Participates in conversations. (p. 84)
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Participates in conversations. (p. 84) 42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83)

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Participates in conversations. (p. 84) 42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83)
Benchmark 2.2: Observes to gain information and understanding	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85) 42 months – **Personal and Social Development** III. Relationships with Other Children: Child to Child, Shows increasing ability to understand the feelings of other children. (p. 82)
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	
Benchmark 3.3: Demonstrates knowledge of the alphabet	
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83)
Benchmark 3.5: Draws meaning from pictures, print and text	42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83) 42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83)
Benchmark 3.6: Tells and retells a story	42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83)

The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
Benchmark 4.3: Explores the physical aspect of writing	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
Health/Mental Wellness Standard 1:Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	42 months – **Personal and Social Development** III. Relationships With Other Children: Child to Child, Engages in cooperative play with other children. (p. 81) 42 months – **Personal and Social Development** III. Relationships with Other Children: Child to Child, Shows increasing ability to understand the feelings of other children. (p. 82)
Benchmark 1.2: Applies social problem solving skills	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Thinks about a problem and figures out what to do. (p. 86) 42 months – **Personal and Social Development** II. Feelings About Self: Learning About Me, Manages own behavior with increasing skill. (p. 80)
Benchmark 1.3: Exhibits independent behavior	42 months – **Personal and Social Development** II. Feelings About Self: Learning About Me, Shows greater comfort with independence. (p. 79) 42 months – **Personal and Social Development** I. Personal Connections: It's About Trust, Shows comfort around new adults. (p. 79) 42 months – **Personal and Social Development** II. Feelings About Self: Learning About Me, Expresses feelings, needs, and wants. (p.81) 42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Accomplishes news self-help tasks. (p. 89)

The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	42 months – **Personal and Social Development** II. Feelings About Self: Learning About Me, Manages own behavior with increasing skill. (p. 80) 42 months – **Personal and Social Development** II. Feelings About Self: Learning About Me, Expresses feelings, needs, and wants. (p.81) 42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Accomplishes new self-help tasks. (p. 89)
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
Benchmark 1.4: Measures and describes using nonstandard and standard units	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Participates in many play activities and use new movement skills. (p. 87)
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Participates in many play activities and use new movement skills. (p. 87)
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Participates in many play activities and uses new movement skills. (p. 87) 42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)

The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Participates in many play activities and uses new movement skills. (p. 87)
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	42 months – **Physical Development** VI. Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85) 42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86) 42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
Benchmark 1.3: Uses a variety of tools to explore the environment	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
Benchmark 1.4: Collects, describes, and records information through a variety of means	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85) 42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
Benchmark 1.5: Makes and verifies predictions based on past experiences	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86) 42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understand new information and begins to explore more complex situations and concepts. (p. 85)

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Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83)
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Thinks about a problem and figures out what to do. (p. 86)
Benchmark 1.3: Shows an awareness of fundamental economic concepts	42 months – **Communication and Language** IV. Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83) 42 months – **Cognitive Development** V. Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
Benchmark 1.4: Knows the need for rules within the home, school and community	42 months – **Personal and Social Development** II. Feelings About Self: Learning About Me, Manages own behavior with increasing skill. (p. 80)
Benchmark 1.5: Understands the roles and relationships within his/her family	42 months – **Personal and Social Development** I. Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p. 78) 42 months – **Personal and Social Development** I. Personal Connections: It's About Trust, Shows comfort around new adults. (p. 79)
Benchmark 1.6: Knows that diversity exists in the world	42 months – **Personal and Social Development** I. Personal Connections: It's About Trust, Shows greater comfort with independence. (p. 79) 42 months – **Personal and Social Development** I. Personal Connections: It's About Trust, Shows comfort around new adults. (p. 79)

R. Wollin 4/12/04

*The Ounce Scale is for Birth to 42 months or 3 ½ years old. Therefore, it has mid year standards for 4 year olds. The Ounce Scale Standards and Performance Indicators are written for children from Birth to the age of 42 months.

Refer to the Work Sampling System for complimentary Performance Indicators (Standards) for the end of the 4th year

Kentucky Early Childhood Standards
Crosswalk

Transdisciplinary Play-Based Assessment

Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	**Cognitive:** Categories of play, p. 99, p. 104 **Social Emotional:** Mastery motivation, p. 150
Benchmark 1.2: Responds to the environment	**Cognitive:** Problem-solving, pp. 101-102; 105-106 **Language:** Pragmatics, pp. 191-192
Benchmark 1.3: Recalls information about the environment	**Language:** Language comprehension, pp. 200-201
Benchmark 1.4: Recognizes characteristics of people and objects	**Cognitive:** Discrimination/classification, p. 102, p. 105
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	**Language:** Pragmatic, p. 192, D. 1 **Social Emotional:** Sections III, IV, & V. pp. 150-152
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	**Language:** Pragmatic, pp. 191-192 **Social Emotional:** Sections III, IV, & V. pp. 146-148
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	**Social Emotional:** Sections III, IV, & V. pp. 150-152
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	**Language:** Pragmatic, p. 198 **Language:** Semantic and Syntactic understanding, pp. 199-200
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	**Cognitive:** Categories of play, 104 **Cognitive:** Discrimination/ classification, p.101 VI.A.1; p. 103 X.A, X.B **Cognitive:** One-to-one correspondence, E. p. 102 **Cognitive:** Sequencing abilities, p. 103, 3.b
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	**Cognitive:** Categories of play, p. 99, I.A.1 **Cognitive:** Sequencing abilities, p. 103, 4.a **Cognitive:** Initiative Skills, p. 105

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Early Childhood Standards and Benchmarks	Crosswalk Items
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	
Benchmark 1.2: Enjoys and engages in music	**Cognitive:** Categories of play, p. 99 I.A.1 **Language:** Language Comprehension, pp. 194, 200.
Benchmark 1.3: Enjoys and engages in movement and dance	**Cognitive:** Categories of play, p. 99, Attention Span II.A.1, II.A.2
Benchmark 1.4: Enjoys and engages in pretend play and drama	**Cognitive:** Symbolic and representational play, pp. 100, 104-105, IIIA.2, 3,4 III B2, C 1,2, IV A.B, V.A.B.
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	**Sensorimotor:** General appearance of movement, pp. 241, 254-256 **Sensorimotor:** Mobility in play, pp. 249, 254-256 **Sensorimotor:** Other developmental achievements, pp. 250, 256-257 **Sensorimotor:** Prehension and Manipulation, pp. 251-252,257-259 **Sensorimotor:** Motor planning, pp. 252
Benchmark 1.2: Demonstrates balance and coordination	**Sensorimotor:** General appearance of movement, pp. 241, 254-256 **Sensorimotor:** Mobility in play, pp. 249, 254-256 **Sensorimotor:** Other developmental achievements, pp. 250, 256-257 **Sensorimotor:** Motor planning, p. 252
Benchmark 1.3: Exhibits eye-hand coordination	**Sensorimotor:** Prehension and Manipulation, pp. 251-252, 257-259
Benchmark 1.4: Controls small muscles in hands	**Sensorimotor:** Prehension and Manipulation, pp. 251-252, 257-259
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	**Language:** Pragmatics, pp. 191-192,196 **Sensorimotor:** Motor planning, p. 252
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	**Social Emotional:** Sections III, IV, & V. pp. 146-148; 150-152 **Social Emotional:** Characteristics of dramatic play, p. 148
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	**Social Emotional:** Sections III, IV, & V. pp. 146-148; 150-152

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Early Childhood Standards and Benchmarks	Crosswalk Items
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	**Social Emotional:** Temperament, p. 145 **Social Emotional:** Development of Humor, p. 151
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**Cognitive:** Drawing ability, pp. 103, 107
Benchmark 1.2: Develops skills in and appreciation of dance	**Cognitive:** Categories of play, pp. 99, 104 **Sensorimotor:** Mobility in play, p. 249 **Sensorimotor:** Other developmental achievements, pp. 250, 256-257
Benchmark 1.3: Develops skills in and appreciation of music	**Cognitive:** Categories of play, pp. 99, 104 **Language:** Language Comprehension, pp. 200
Benchmark 1.4: Develops skills in and appreciation of drama	**Cognitive:** Symbolic and representational play, pp. 100, 104-105
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	**Language:** Modalities of communication, p. 191 **Language:** Pragmatics, p. 191
Benchmark 1.2: Uses spoken language for a variety of purposes	**Language:** Pragmatics, pp. 191-192
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	Language Semantic and Syntactic understanding, pp. 193-194 **Language:** Sound production, p. 201
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**Language:** Comprehension of language, pp. 194, 200-201
Benchmark 2.2: Observes to gain information and understanding	**Cognitive:** Attention, pp.99-100
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**Cognitive:** Attention, pp. 99-100

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	
Benchmark 3.3: Demonstrates knowledge of the alphabet	
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	
Benchmark 3.5: Draws meaning from pictures, print and text	
Benchmark 3.6: Tells and retells a story	
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	**Cognitive:** Drawing ability, pp. 103, 107
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**Cognitive:** Drawing ability, pp. 103, 107
Benchmark 4.3: Explores the physical aspect of writing	**Cognitive:** Drawing ability, p. 107 **Sensorimotor:** Prehension and manipulation, pp. 251, 258-259
Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1: Shows social cooperation	**Social Emotional:** Sections III, IV, & V. pp. 150-152 **Social Emotional:** Social relations with peers, pp.151-152
Benchmark 1.2: Applies social problem solving skills	**Social Emotional:** Social interactions with peers, pp. 149, 151-152
Benchmark 1.3: Exhibits independent behavior	**Social Emotional:** Mastery motivation, pp. 145-146, 150 **Social Emotional:** Attachment, separation, and individuation, pp. 150-151
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**Social Emotional:** Mastery motivation, pp. 145-146, 150
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**Cognitive:** One-to-one correspondence, pp. 102, 107 **Cognitive:** Sequencing abilities, pp.102-103, 107
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**Cognitive:** Discrimination/ classification, p. 102 **Cognitive:** One-to-one correspondence, pp. 102, 107 **Cognitive:** Sequencing abilities, p. 107
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**Cognitive:** Discrimination/ classification, p. 102 **Cognitive:** One-to-one correspondence, E. p. 102 **Cognitive:** Sequencing abilities, p. 107

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.4: Measures and describes using nonstandard and standard units	**Cognitive:** Discrimination/ classification, p. 102 **Cognitive:** One-to-one correspondence, pp. 102, 107 **Cognitive:** Sequencing abilities, pp. 102-103,107
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	**Sensorimotor:** General appearance of movement, pp. 254-256 **Sensorimotor:** Mobility in play, pp. 249, 254-256 **Sensorimotor:** Motor planning, pp. 252
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**Sensorimotor:** Mobility in play, p. 249 **Sensorimotor:** Other developmental achievements, pp. 250, 256-257 **Sensorimotor:** Motor planning, p. 252
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**Sensorimotor:** General appearance of movement, pp. 241, 254-256 **Sensorimotor:** Muscle tone/ strength/endurance, pp. 247-248 **Sensorimotor:** Stationary Positions and play, pp. 248-249
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**Sensorimotor:** General appearance of movement, pp. 241, 254-256 **Sensorimotor:** Muscle tone/ strength/endurance, pp. 247-248 **Sensorimotor:** Mobility in play, pp. 249, 254-256 **Sensorimotor:** Motor planning, p. 252
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**Sensorimotor:** Prehension and manipulation, pp. 251, 258-259
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	**Cognitive:** Early object use, pp. 100, 104 **Cognitive:** Problem-solving, pp. 101-102, 105-106
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	
Benchmark 1.3: Uses a variety of tools to explore the environment	**Cognitive:** Early object use, pp. 100, 104 **Cognitive:** Problem-solving, pp. 105-106
Benchmark 1.4: Collects, describes, and records information through a variety of means	**Cognitive:** Discrimination/ classification, pp. 102, 105 **Cognitive:** One-to-one correspondence, p. 102 **Cognitive:** Sequencing abilities, pp.102-103, 107

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.5: Makes and verifies predictions based on past experiences	
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**Cognitive:** Sequencing abilities, pp. 102-103, 107 **Social Emotional:** Characteristics of dramatic play, p. 148
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	
Benchmark 1.3: Shows an awareness of fundamental economic concepts	**Cognitive:** One-to-one correspondence, pp. 102, 107 **Cognitive:** Sequencing abilities, p. 107
Benchmark 1.4: Knows the need for rules within the home, school and community	**Social Emotional:** Humor and social conventions, p. 148
Benchmark 1.5: Understands the roles and relationships within his/her family	**Social Emotional:** Social interaction with parent, p. 146 **Social Emotional:** Attachment, separation, and individuation, pp. 150-151 **Social Emotional:** Social interactions with peers, pp. 148-149, 151-152
Benchmark 1.6: Knows that diversity exists in the world	**Social Emotional:** Social interactions with peers, pp. 148-149, 151-152

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
BIRTH – TO – THREE	
Cognitive Standard 1: Explores the environment and retains information	
Benchmark 1.1: Demonstrates curiosity in the environment	
Benchmark 1.2: Responds to the environment	
Benchmark 1.3: Recalls information about the environment	
Benchmark 1.4: Recognizes characteristics of people and objects	
Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others	
Benchmark 1.1: Focuses on and attends to communication of others and to sounds in the environment to gain information	
Benchmark 1.2: Responds to the verbal and nonverbal communication of others	
Communciation Standard 2: Demonstrates communication skills in order to express him/herself	
Benchmark 2.1: Engages in nonverbal communication for a variety of purposes	
Benchmark 2.2: Uses vocalizations and words for a variety of purposes	
Communciation Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.1: Demonstrates interest and engagement in print literacy materials	
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	
Benchmark 1.2: Enjoys and engages in music	

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Enjoys and engages in movement and dance	
Benchmark 1.4: Enjoys and engages in pretend play and drama	
Motor Standard 1: Demonstrates fine and gross motor skills and body awareness	
Benchmark 1.1: Moves with purpose and coordination	
Benchmark 1.2: Demonstrates balance and coordination	
Benchmark 1.3: Exhibits eye-hand coordination	
Benchmark 1.4: Controls small muscles in hands	
Benchmark 1.5: Expresses physical needs and actively participates in self-care routines to have these needs met	
Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	
Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others	
Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.1: Expresses and recognizes a variety of emotions	
Benchmark 2.2: Exhibits ability to control feelings and behaviors and understands simple rules and limitations	

Kentucky Early Childhood Standards
Crosswalk

The Work Sampling System 4th Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
THREE – T O – FOUR	
Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1: Develops skills in and appreciation of visual arts	**VI The Arts A.3** Expression and representation / Uses a variety of art materials for tactile experience and exploration. **VI The Arts B.1** Understanding and appreciation / Responds to artistic creations or events.
Benchmark 1.2: Develops skills in and appreciation of dance	**VI The Arts A.2** Expression and representation / Participates in creative movement, dance and drama. **VI The Arts B.1** Understanding and appreciation / Responds to artistic creations or events.
Benchmark 1.3: Develops skills in and appreciation of music	**VI The Arts A.1** Expression and representation / Participates in group music experiences. **VI The Arts B.1** Understanding and appreciation / Responds to artistic creations or events.
Benchmark 1.4: Develops skills in and appreciation of drama	**VI The Arts A.2** Expression and representation / Participates in creative movement, dance and drama. **VI The Arts B.1** Understanding and Appreciation 1. Responds to artistic creations or events.
Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes	**II Language and Literacy D.1** Writing / Represents ideas and stories through pictures, dictation, and play. **II Language and Literacy D.2** Writing / Uses letter-like shapes, symbols, and letters to convey meaning.
Benchmark 1.2: Uses spoken language for a variety of purposes	**II Language and Literacy B.2** Speaking / Uses expanded vocabulary and language for a variety of purposes.
Benchmark 1.3: Speaks with increasing clarity and use of conventional grammar	**II Language and Literacy B.1** Speaking / Speaks clearly enough to be understood without contextual clues. **II Language and Literacy B.2** Speaking / Uses expanded vocabulary and language for a variety of purposes.

Kentucky Early Childhood Standards
Crosswalk

The Work Sampling System 4th Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1: Engages in active listening in a variety of situations	**II Language and Literacy A.1** Listening / Gains meaning by listening. **II Language and Literacy A.2** Listening / Follows two- or three- step directions.
Benchmark 2.2: Observes to gain information and understanding	**II Language and Literacy C.4** Reading / Comprehends and responds to stories read aloud. **IV Scientific Thinking A.1** Inquiry / Asks questions and uses senses to observe and explore materials and natural phenomena. **V Social Studies A.1** People, past and present / Identifies similarities and differences in personal and family characteristics. **V Social Studies D.2** People and where they live / Shows awareness of the environment.
Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1: Listens to and responds to reading materials with interest and enjoyment	**II Language and Literacy C.1** Reading / Shows appreciation for books and reading.
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print	**II Language and Literacy C.2** Reading / Shows beginning understanding of concepts about print.
Benchmark 3.3: Demonstrates knowledge of the alphabet	**II Language and Literacy C.3** Reading / Begins to develop knowledge about letters.
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness	**II Language and Literacy A.3** Listening / Demonstrates phonological awareness.
Benchmark 3.5: Draws meaning from pictures, print and text	**II Language and Literacy C.4** Reading / Comprehends and responds to stories read aloud. **II Language and Literacy D.3** Writing / Understands purposes for writing.
Benchmark 3.6: Tells and retells a story	**II Language and Literacy C.4** Reading / Comprehends and responds to stories read aloud. **II Language and Literacy B.2** Speaking / Uses expanded vocabulary and language for a variety of purposes.

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1: Understands that the purpose of writing is communication	**II Language and Literacy D.3** Writing / Understands purposes for writing.
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas	**II Language and Literacy D.2** Writing / Uses letter-like shapes, symbols, and letters to convey meaning.
Benchmark 4.3: Explores the physical aspect of writing	**II Language and Literacy D.2** Writing / Uses letter-like shapes, symbols, and letters to convey meaning.
Health/Mental Wellness Standard 1:Demonstrates health/mental wellness in individual and cooperative	
Benchmark 1.1: Shows social cooperation	**I Personal and Social Development D.1** Interaction with others / Interacts easily with one or more children. **I Personal and Social Development D.2** Interaction with others / Interacts easily with familiar adults. **I Personal and Social Development D.3** Interaction with others / Participates in the group life of the class. **I Personal and Social Development B.2** Self control / Uses classroom materials carefully. **I Personal and Social Development B.1** Self control / Follows simple classroom rules and routines.
Benchmark 1.2: Applies social problem solving skills	**I Personal and Social Development E.1** Social problem-solving / Seeks adult help when needed to resolve conflicts.
Benchmark 1.3: Exhibits independent behavior	**I Personal and Social Development A.2** Self concept / Shows some self-direction. **I Personal and Social Development A.1** Self concept / Demonstrates self-confidence.
Benchmark 1.4: Shows a sense of purpose (future – hopefulness)	**I Personal and Social Development C.1** Approaches to learning / Shows eagerness and curiosity as a learner. **I Personal and Social Development A.2** Self concept / Shows some self-direction.

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1: Demonstrates an understanding of numbers and counting	**III Mathematical Thinking B.1** Number and operations / Shows beginning understanding of number and quantity.
Benchmark 1.2: Recognizes and describes shapes and spatial relationships	**III Mathematical Thinking D.1** Geometry and spatial relations / Begins to recognize and describe the attributes of shapes. **III Mathematical Thinking D.2** Geometry and spatial relations / Shows understanding of and uses several positional words.
Benchmark 1.3: Uses the attributes of objects for comparison and patterning	**III Mathematical Thinking C.1** Patterns, relationships, and functions / Sorts objects into subgroups that vary by one or two attributes. **III Mathematical Thinking C.2** Patterns, relationships, and functions / Recognizes simple patterns and duplicates them.
Benchmark 1.4: Measures and describes using nonstandard and standard units	**III Mathematical Thinking E.1** Measurement / Orders, compares, and describes objects according to a single attribute. **III Mathematical Thinking E.2** Measurement / Participates in measuring activities.
Physical Development Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1: Moves through an environment with body control and balance	**VII Physical Development and Health A.1** Gross motor development / Moves with balance and control. **VII Physical Development and Health B.1** Fine motor development / Uses strength and control to perform simple tasks.

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.2: Performs a variety of locomotor skills with control and balance	**VII Physical Development and Health A.1** Gross motor development / Moves with balance and control.
Benchmark 1.3: Performs a variety of non-locomotor skills with control and balance	**VII Physical Development and Health A.1** Gross motor development / Moves with balance and control. **VII Physical Development and Health A.2** Gross motor development / Coordinates movements to perform simple tasks. **VII Physical Development and Health B.1** Fine motor development / Uses strength and control to perform simple tasks. **VII Physical Development and Health B.3** Fine motor development / Shows beginning control of writing, drawing, and art tools.
Benchmark 1.4: Combines a sequence of several motor skills with control and balance	**VII Physical Development and Health A.2** Gross motor development / Coordinates movements to perform simple tasks. **VII Physical Development and Health B.3** Fine motor development / Shows beginning control of writing, drawing, and art tools.
Benchmark 1.5: Performs fine motor tasks using eye-hand coordination	**VII Physical Development and Health B.2** Fine motor development / Uses eye-hand coordination to perform tasks.
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.1: Explores features of environment through manipulation	**IV Scientific Thinking A.2** Inquiry / Uses simple tools and equipment for investigation. **IV Scientific Thinking A.3** Inquiry / Makes comparisons among objects. **V Social Studies D.1** People and where they live / Describes the location of things in the environment.
Benchmark 1.2: Asks simple scientific questions that can be answered with exploration	**IV Scientific Thinking A.1** Inquiry / Asks questions and uses senses to observe and explore materials and natural phenomena. **I Personal and Social Development C.2** Approaches to learning / Attends to tasks and seeks help when encountering a problem.

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.3: Uses a variety of tools to explore the environment	**IV Scientific Thinking A.2** Inquiry / Uses simple tools and equipment for investigation. **V Social Studies B.3** Human interdependence / Begins to be aware of technology and how it affects life. **VI The Arts A.3** Expression and representation / Uses a variety of art materials for tactile experience and exploration
Benchmark 1.4: Collects, describes, and records information through a variety of means	**IV Scientific Thinking A.3** Inquiry / Makes comparisons among objects. **V Social Studies A.1** People, past and present / Identifies similarities and differences in personal and family characteristics.
Benchmark 1.5: Makes and verifies predictions based on past experiences	
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1: Differentiates between events that happen in the past, present and future	**V Social Studies A.1** People, past and present / Identifies similarities and differences in personal and family characteristics.
Benchmark 1.2: Uses environmental clues and tools to understand surroundings	**V Social Studies D.1** People and where they live / Describes the location of things in the environment. **V Social Studies D.2** People and where they live / Shows awareness of the environment.
Benchmark 1.3: Shows an awareness of fundamental economic concepts	
Benchmark 1.4: Knows the need for rules within the home, school and community	**I Personal and Social Development B.1** Self control / Follows simple classroom rules and routines. **V Social Studies B.1** Human interdependence / Begins to understand family needs, roles, and relationships. **V Social Studies C.1** Citizenship and government / Demonstrates awareness of rules.
Benchmark 1.5: Understands the roles and relationships within his/her family	**V Social Studies B.1** Human interdependence / Begins to understand family needs, roles and relationships. **V Social Studies B.2** Human interdependence / Describes some people's jobs and what is required to perform them.

Kentucky Early Childhood Standards
Crosswalk

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Early Childhood Standards and Benchmarks	Crosswalk Items
Benchmark 1.6: Knows that diversity exists in the world	**V Social Studies A.1** People, past and present / Identifies similarities and differences in personal and family characteristics.

Program Evaluation in Early Childhood Programs

An early childhood assessment system is not complete without a plan for program evaluation. Program evaluation is defined as carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program (McNamara, 1998). This section provides specific guidance on how assessment information can be used as a source of data for the overall evaluation of an early care and education program. Information about the purpose of program evaluation, recommended practices in program evaluation, and resources and tools that support program evaluation are included.

Purpose

The primary purpose of program evaluation is to gather information that can be used to judge the worth of a program or product (Worthen & Sanders, 1973). For early care and education settings, this data then can be used to improve the quality of care, education, and other services provided to young children and their families. Program evaluation helps to document the quality of program delivery and to determine whether programs are effective in achieving intended outcomes. Program evaluation is not used to make decisions about the children who participate in a program, but instead is used to evaluate the conditions of learning. For early childhood programs that include program evaluation as an annual requirement (e.g., Head Start, state-funded preschool), this mandate can provide a forum for self- reflection and program improvement. For other early care and education programs, specific plans and opportunities for program evaluation must be developed.

Indicators of Recommended Practices and Effectiveness

There are several critical components/indicators of the process and effectiveness in program evaluation design and implementation that should be considered when designing a program evaluation. These components can be organized in three major areas.

1) The design of the program evaluation should be based on the overall goals of the program.
2) Effective evaluation systems include *multiple measures* which provide a context for interpreting the results.
3) Information gathered through the evaluation process must be shared with a variety of stakeholders, including an advisory group, staff, families, and the community-at-large so that critical decisions can be made about the program.

Each of these components will be described in the following section.

Program Evaluation Design

Good program evaluation is based on the overall goals of the program. Therefore, program goals become guides for the evaluation process, both in terms of the design of the evaluation and data collection. The program goals that are used to guide the evaluation should be both comprehensive and inclusive, meaning that the goals should relate not only to the children, but also to how the program impacts families, the staff, and the community.

A quality program evaluation will promote the continuous improvement of the program. This includes both process (i.e., understanding how your program really works, and its strengths and weaknesses) and outcomes (i.e., is your program achieving its overall, predetermined outcomes and goals). Therefore, the evaluation should measure how policies and practices are put into place within the program, as well as the outcomes and impacts of these policies and practices on children, families, staff, and the community-at-large.

One of the most important components of the program evaluation process is a valid and appropriate design for gathering information. The design should be both logical and based on scientifically valid evaluation processes. Since program evaluation involves multiple and often complex components, well-trained individuals will be needed to conduct the program evaluation. These individuals should have a clear understanding of the goals of the program and the premises undergirding child development and early childhood education. University and college faculty and staff can be helpful in providing support and assistance to programs as they are designing their program evaluation process.

When designing your program evaluation, you must first define and determine what/which outcomes you want to focus on as a program. The following questions can be helpful as you think about your program evaluation (Law, King, MacKinnon, & Russell, 1999).

1. What are the goals of your program and what services do you provide?
2. Why do you want to measure outcomes? Is it to evaluate the outcomes of the children and families that participate in your program so that you can improve services or is it to evaluate the effectiveness of your services in terms of cost benefit and outcomes for children and families?
3. At what level should we measure outcomes? This can include the program goals (are we meeting our program mission and goals?), program structure (do we have a safe and healthy environment, are we meeting standards of practice, are staff satisfied, do they have the appropriate skills, are resources allocated appropriately, etc.?), and

individual outcomes (are children making progress, are families involved and happy with the program, etc.).

Collecting Data to Measure Outcomes

Once you have determine the level of outcomes that will be part of your evaluation system, you must determine how you will collect the information you need to answer your evaluation questions. There are several factors to consider when identifying how you will gather this information. Just as with assessment processes used for children, information should be collected from multiples sources during the program evaluation process. Effective evaluation systems include *multiple measures* which provide a context for interpreting the results. Examples include:

- Program data (e.g., how many children and families participate, attendance rates, funding sources and levels, etc.),
- Child demographic data (e.g., type of children that participate in the program, their economic levels, ethnicity, where they live, etc.),
- Child outcome data (e.g., assessment information, percent of individual goals that are met, etc.),
- Family outcome data (e.g., family satisfaction with services, family goals that are met, etc.),
- Information about staff qualifications (e.g., educational level, training attended, etc.),
- Administrative practices (e.g., policies and procedures, staff satisfaction with leadership, etc.), and
- Classroom quality assessment data (e.g., rating scales that measure quality, self-assessment data, etc.).

There are several issues to be considered when choosing the tools that you will use to measure the outcomes you have selected for your program evaluation. The tools you choose can include those that you develop yourself (e.g., family survey, staff survey) or tools that are already developed and available (e.g., Early Childhood Environment Rating Scale (ECERS), Kentucky Quality Self Study). If you choose to use tools that have been developed by someone else, you need to ensure that the people who will be using the tool have the appropriate training and knowledge.

If your program determines that child outcome data is a critical part of your evaluation system, using child assessment information to assist with measuring program outcomes is one method that can be considered by your program. However, when using child assessment as a part of the program evaluation process, there are several important considerations.

Children's gains **over time** should be the emphasis of the assessment process. In other words, the primary focus is on developmental gains over time using appropriate documentation (observations, samples of work), not on a score at a particular point in time. All of the methods discussed in the section on Classroom/Programmatic Assessments are appropriate for measuring child outcomes (observations, interviews, evaluating children's work and testing) and should be used in combination to measure child growth and development. In addition, you can also use the child's IFSP/IEP or individual plan as a means to report how children are making progress in meeting individual goals.

The use of direct test results for the purposes of program evaluation should be approached with great caution. While tests can be used as part of the assessment process for program evaluation, if programs choose to use outcomes from standardized tools, specific safeguards should be put in place. Specifically, NAEYC & NAECDS/SDE (2003) suggests that if instruments are used in this manner they must be chosen to ensure that they are:

- developmentally appropriate,
- culturally appropriate,
- conducted in the language children use,
- technically sound,
- valid for the curriculum, and
- provide appropriate accommodations.

If outcomes from standardized assessment are used as part of a program evaluation system, a sampling approach for child assessment can be effective in measuring the outcomes of the program without undue stress on the children, families, staff and program resources. One type of sampling that can be used is matrix sampling, a technique whereby each child participates in only part of the assessment process. This has two advantages: (a) it allows for comprehensive coverage of a broad assessment domain without over burdening any one child or student who participates in the assessment, and (b) since no child participates in the entire assessment, results cannot be misused to make decisions about individual children.

Reporting of Program Evaluation Data

Program evaluation is decision-oriented. In other words, the information gained through the program evaluation is used to make decisions in order to improve or enhance the program. Therefore, information gathered through the evaluation process must be shared with a variety of

stakeholders including the advisory group or board of directors, staff, families, and the community-at-large so that critical decisions can be made about the program.

Early childhood programs with an advisory group or board of directors have a responsibility to involve the advisory group or board in helping to design the program evaluation system, interpret results, and make recommendations on program changes based on the results of the evaluation.

Communication with staff should be ongoing and immediate. Staff should be provided with information gathered through the program evaluation that will have a direct impact on their ability to implement services.

Families are the primary consumer of early care and education services. Evaluation results and the planned changes in the program should be provided in a way in which families can understand and use the information to assist in their participation in the program and their ability to support the development of their child.

A final, critical aspect of the program evaluation process is to ensure that the community at large has information that demonstrates the efficacy of early care and education services. Given the increase in funding to early care and education services, programs have a responsibility to share information about the benefits and impact of these services on the lives of children and families. Therefore, mechanisms for sharing program evaluation data with the community via the media, local and state government, and local businesses should be provided.

Additional Resources

- **Program Quality Assessment (PQA) -** This document measures physical environment, daily routine, adult/child interaction and program management. This instrument is published by the High Scope Foundation.
- **National Institute for Early Education Research (NIEER) -** A review of developmentally appropriate practices, professional development, assessment of the whole child, curriculum content, safety, administrative support, parental involvement, social/emotional needs of children, families and staff.
- **Southern Association of Colleges and Schools-Early Childhood (SACS) -** This evaluation includes parental involvement, screening, developmental continuum, developmentally appropriate practices, focused professional development, assessment of the “whole child,” social/emotional needs of children, families and staff- child ratio, curriculum, administrative support, and teacher qualifications.
- **Early Childhood Environmental Rating Scale-Revised (ECERS-R) -** This environmental rating scale is used by the ST★RS for KIDS NOW Quality Rating System for Kentucky early care and education programs. This scale is also used as an

environmental indicator of quality in state-funded preschool classrooms. The instrument assesses space/furnishings, personal care routines, language/reasoning, activities, interaction, program structure and families/staff.

- **National Association for the Education of Children (NAEYC) -** This accreditation process focuses on relationships, teaching, health, curriculum, physical environment, leadership and management.
- **Early Language and Literacy Classroom Observation - (ELLCO) -** This research-based instrument includes a literacy environment checklist, classroom observation, teacher interview, and literacy activities rating scale**.**
- **Program Evaluation: Infant and Early Childhood Education -** This is a comprehensive toolkit for the evaluation and improvement of infant and early childhood programs. Sections include Developing the Profile, Defining the Shared Beliefs and Mission, Documenting the Children's Progress, Analyzing Teaching and Organizational Effectiveness, Developing the Action Plan, Implementing the Plan and Documenting Results. The tool is published by National Study of School Evaluation.

Professional Development

In order to implement a quality continuous assessment process, early care and education professionals, must have appropriate skills and competencies. Building these skills and competencies requires professional development opportunities and experiences which support early care and education professionals in responding to the diverse needs of both children and families (NAEYC & NAECDS/SDE, 2003). According to NAEYC & NAECDS/SDE (2003),

> all staff, paraprofessionals, as well as teachers and administrators, need access to professional development and to professional time and opportunities for collaboration that enable them to develop, select, implement and engage in ongoing critique of curriculum and assessment practices that meet young children's learning and developmental needs (p.17).

The following section provides information about the purpose of professional development, why it is important, the specific skills and competencies needed by early childhood educators to conduct quality assessment, how to choose quality training and where to get training, and key supports needed to access and use information gained through training experiences.

Purpose of Professional Development

Professional development refers to experiences provided to professionals that are designed to develop new knowledge, skills and behaviors in order to enhance their ability to implement appropriate practices for young children and their families. Most professional development opportunities are offered at the pre-service (courses taken toward a degree and/or for college or university credit) and in-service (courses, classes or workshops taken after a degree is earned or while employed) continuing education levels. However, professional development also can refer to other types of learning experiences, such as coaching, mentoring, self-directed learning, and the use of professional journals and other reading materials.

Research has shown that the training and education of early childhood professionals has a direct link to improved quality of services (AFT, 2002; Kagan & Newman, 1996; North Carolina Partnership, 1998; Learning to Care, 1998; Whitebrook, Howes, & Phillips, 1989). However, teachers in prekindergarten education may vary widely in training and experience (Quality Counts, 2002), and therefore, the quality of programs also varies (Education Week, 2002).

Why Participate in Professional Development in Assessment

One of the key responsibilities for those providing early care and education services is to assess the ongoing development and learning of young children. Therefore, intensive, ongoing professional development related to early childhood assessment should be part of the professional development system (Hyson, 2002). Training is needed to help early care and education professionals to implement an assessment program, to become confident interpreters of the assessment results, and to be able to translate results into improved instructional strategies. This means expanded opportunities for professional development related to implementation of assessment practices must be available so that quality assessments can be provided at all age levels and for all segments of the early care and education system within the state.

Specific Information on Assessment That Early Childhood Educators Need

The Kentucky Early Childhood Core Content (2001, 2004) provides general direction for what teachers need to know and be able to do to in order to work effectively with young children and includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with advanced degrees (Appendix). At the entry level, professionals are expected to participate in and support the collection of assessment data. As professionals gain more experience and training, they are expected to implement assessment processes within the classroom or program and use the data collected to make appropriate instructional and programmatic decisions. At the advanced level, professionals are expected to choose appropriate assessment tools based on program goals, supervise and mentor staff in using assessment information, and use data gathered throughout all phases of the assessment system in program design, evaluation and reporting.

In addition to the basic competencies of quality assessment practices listed above, it is also important that early childhood educators know about typical and atypical child development, how to address cultural variations and how to facilitate the family's involvement in the assessment process. More specifically, early childhood educators, as well as others who administer assessments (e.g., psychologists), must 1) have knowledge of underlying developmental sequences to know how to interpret child performance and to recognize implications for instruction, 2) be able to provide appropriate modifications and accommodations for individual children, and 3) ensure that the family is appropriately included and informed of assessment results.

Appropriate training experiences must be available to meet the level of qualifications of all early childhood educators across the state (Jones, 2003), and should ensure that professionals, paraprofessionals, and volunteers understand their responsibility for using only those assessment tools for which they have been trained. In addition, early childhood educators must be trained to adhere to the recommendations of test authors and publishers related to qualifications and requirements for administration of the instrument

Finally, professional development should help those working with young children understand the different purposes of assessment and how to match assessment purpose, method, tool and strategy. Maxwell & Clifford (2004) recommend that "in the current climate, responsible early childhood educators need to reach beyond enhancing their skills in observation and documentation to developing what Stiggins (1991) calls *assessment literacy,* a deep understanding of the uses and limitations of the full range of assessment options, the knowledge to select the most appropriate methods to describe the development of young children" (p. 14).

Specific skills and competencies that fit with the Kentucky Early Childhood Core Content related to assessment include the following:

- Collaborate with team members in planning and establishing an assessment system.
- Critically evaluate, select and use assessment tools only for the purposes for which they are intended and only when data supports the instrument's validity (NAEYC, 1987).
- Use results for the purposes intended, including program improvement.
- Select instruments that are aligned with their instructional program (Jones, 2003).
- Adapt assessments for children with special needs as appropriate.
- Be both knowledgeable about testing and interpreting results accurately to families, other professionals, and the media (NAEYC, 1987).
- Evaluate and select appropriate instruments.
- Communicate assessment results appropriately, including writing clear, accurate, and objective reports (Bailey & Wolery, 1989)
- Recognition of what specific tests can and cannot measure (NASP, 1999).

How to Choose Quality Training in Assessment

When choosing training opportunities related to assessment, you will want to look for several key features.

First, all learning experiences need to be designed with the understanding that professional development is not a one-time experience, but an ongoing process. Staff should look for professional development opportunities that are offered in a variety of formats with follow-up in

the work place including coaching and mentoring, as an essential component (Hemmeter, Joseph, Smith & Sandall, 2001). Administrators play a key role in planning ongoing professional development in a systematic way and in ensuring accessibility to staff. In addition, professional development experiences must be designed to address the needs of diverse adult learners, should be based on the expressed needs of participants, and must be relevant to their ongoing responsibilities.

Second, as with other content areas, professional development opportunities related to assessment systems also require time and opportunities for teaming and collaboration around the assessment process (NAEYC & NAECDS/SDE, 2003). Since the continuous assessment process involves several levels, from screening to diagnostic, to program planning and program evaluation, team members from multiple disciplines within the program must be involved throughout the process, be included in professional development opportunities, and be aware of the other components of the assessment system. This includes all professionals, paraprofessionals, administrators and family members.

Finally, early childhood educators should choose trainers that are knowledgeable about current assessment practices and tools. It is the responsibility of the trainer to participate in their own professional development activities to ensure that they have the most current and evidence-based information on assessment processes.

Who Can Provide Training in Assessment

Early childhood educators will want to participate in training related to assessment by state credentialed trainers. A registry of credentialed trainers is available on the Cabinet for Health and Family Services, Division of Child Care website. Kentucky has developed specific competencies and standards for trainers who provide professional development opportunities across the state (*Kentucky Early Childhood Professional Development Framework*, 2002). These competencies and standards are designed to ensure that professional development opportunities offered within the state have a basic level of quality that will help ensure transfer of learning to the work environment.

In addition to the *Early Childhood Professional Development Framework*, the Kentucky Department of Education has developed regulations for quality professional development (704 KAR 3:035 – Section 1(2) and Section 4(2)). These regulations provide a definition of

professional development and include eleven standards that outline expectations for professional development opportunities. The standards are included in the Appendix.

Key Supports Needed for Professional Development Activities

According to NAEYC & NAECDS/SDE (2003),

> policy makers, early childhood professionals and other stakeholders in young children's lives have shared responsibility to …. provide the support, professional development and other resources to allow staff in early childhood programs to implement high quality curriculum assessment, and program evaluation practices and to connect those practices with well-defined early learning standards and program standards (p. 2).

As with other areas of the early care and education system, both funding and policy making processes affect the ability to provide quality professional development opportunities (NAEYC & NAECDS/SDE, 2003). Therefore, administrator and policy makers' support for quality professional development is critical to the ability to design appropriate training experiences (National Education Goals, 1998).

Early childhood educators also should have access to resources that offer rich examples of developmentally appropriate assessment practices and help practitioners appreciate the benefits of good assessment (Hyson, 2002). For example, NAEYC's revised standards for Early Childhood professional preparation describe what practitioners should know and be able to do and identify available assessment resources. In addition, training can provide information related to quality assessments and opportunities for practice in application of new skills and knowledge. Accessible and timely technical assistance and follow-up should be a planned part of the professional development process (see Sources of Training and Technical Assistance, p. 8 of this section)

Specific Responsibilities for Pre-Service Providers

Institutes of Higher Education (IHEs) play a vital role in ensuring that early childhood professionals have the skills they need to identify and implement quality and developmentally appropriate assessments. At the present time, the state-of-the-art in assessment processes is changing rapidly based on new mandates (e.g., implementation of early childhood standards, need for outcome data, etc.) and new research in appropriate measurement processes for young children. Therefore, the knowledge base of faculty in IHEs must be updated on a regular basis to ensure that early care and education professionals enrolled in higher education programs receive

the most current and evidence-based information on assessment processes. Because of their enhanced knowledge base, IHE professionals can play a critical role in assessment instruction at the in-service level as well (NAEYC & NAECDS/SDE, 2003).

Specific Responsibilities for Administrators

Program administrators play a key role in ensuring that staff have the skills and competencies needed to implement quality assessment practices. Administrators have the overall responsibility in helping to plan, guide and support the professional development opportunities of their staff. This includes assisting staff in determining their level of competence in assessment practices, developing professional development and growth plans related to assessment, and choosing appropriate professional development activities to help meet their goals. Once staff determine the professional development opportunities that will help them develop needed competencies, administrators must provide support for obtaining new skills (e.g., release time, registration fees, etc.) and implementing new skills in the program (e.g., resources, coaching, etc.). Administrators also have the ultimate responsibility for ensuring that staff understand how data gathered through the assessment process is used to improve overall instruction and program quality.

Additional Resources

Sources of Training and Technical Assistance

- Early Childhood Regional Training Centers
- First Steps Training and Technical Assistance Teams
- Child Care Resource and Referral Agencies
- Head Start Technical Assistance and Resource Specialists (HSTARS)
- Kentucky Universities
- Kentucky Community and Technical College System Institutions
- National Early Childhood Technical Assistance Center
- Region IV Head Start

Other Resources

- National Association for the Education of Young Children, http://www:NAEYC.org/
- Division of Early Childhood of the Council for Exceptional Children, http://www.dec-sped.org/
- Zero to Three, http://www.zerotothree.org/
- The Kentucky Department of Education, http://www.education.ky.gov/

Appendix

Early Childhood Core Content

Kentucky's Early Childhood Core Content

The Kentucky Early Childhood Core Content (Revised 2004) provides general direction for what early childhood educators need to know and be able to do to in order to work effectively with young children and includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with advanced degrees. At the entry level, professionals are expected to participate in and support the collection of assessment data. As professionals gain more experience and training, they are expected to implement assessment processes within the classroom or program and use the data collected to make appropriate instructional and programmatic decisions. At the advanced level, professionals are expected to choose appropriate assessment tools based on program goals, supervise and mentor staff in using assessment information, and use data gathered throughout all phases of the assessment system in program design, evaluation and reporting. Specific core competencies are presented below. Specific information about the Early Childhood Professional Core Content is available on the KIDS NOW website at: http://www.kidsnow.ky.gov

Early Childhood Core Content

Core content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. Core content is the foundation for determining training content, course content, and competency standards for professional performance.

The Core Content plan is drawn from existing professional resources that put forth standards, such as the Kentucky Interdisciplinary Early Childhood Education program, the Child Development Associate functional area competency standards, and the national accreditation standards of the National Association for the Education of Young Children, the National Association for Family Child Care, and the Head Start Program Performance Standards. Competencies are individually referenced from the early childhood literature or are cited from similar documents from other states. A complete reference list and a list of other resources consulted are included following the Core Content.

The Core Content plan is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time.

The Core Content Work Group created a plan that:

- Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.

- Includes a mechanism for linking various early childhood education and training programs.
- Provides for continuous progress and professional development.

The Core Content plan covers seven essential competency subject areas of early childhood education. Each area is organized into five levels of increasing mastery.

Those individuals who are planning early childhood education and training programs may wish to use the Core Content plan to correlate program content with the expected skill levels and desired competency outcomes of the participants.

The Core Content plan, initially approved in 2002, has been reviewed by various practitioners and faculty and revised during Spring 2004. It will be reviewed and revised every five years hereafter.

Professionals in the field of early care and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next; thus the competencies build on one another. While skills generally progress from implementing recommended practices to planning programs and procedures to evaluating practices and resources, not all skills and knowledge in the field of early childhood are completely linear and not all begin at the entry level. Therefore, some skills that may seem similar (e.g., planning) may be initiated at differing levels, depending on the content.

These Levels of competencies are not awards or a certificate, but may overlap existing certificates or awards. Each level assumes greater knowledge and skill than the previous level; however, an individual level should not be seen as limited to a particular job or position of employment.

Level I - represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all seven content areas for professionals with a Child Development Associate Credential.

Level III- represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV - represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Levels

1) **Level 1.** Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and legibly write a logical, organized lesson plan. They must also:

    - be able to verbalize their awareness of physical and biological processes in the natural environment;
    - display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
    - demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;
    - demonstrate fundamental, coordinated small and large muscle skills in physical movements and games;
    - demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.

2) **Level 2.** At this level, practitioners may become lead teachers or administrators. They must:

    - demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
    - show evidence of basic computer literacy and internet search skills;
    - possess literacy, speaking, interpersonal, and leadership skills sufficient for effectively conducting parent meetings, relating to a board of directors, writing descriptive newsletters, and constructing detailed curriculum plans that include individual children's developmental goals; and,
    - master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky's rapidly increasing Hispanic populations.

3) **Levels 3, 4 and 5.** At these levels practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

In reality, the best early childhood educators are lifelong learners. Because of their long association with curious and uninhibited children, they may naturally take advantage of new opportunities for investigation.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific core content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

1) **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.

2) **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

3) **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.

4) **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.

5) **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior and systematically report on them to appropriate staff and family members.

6) **Family and community partnerships** – Understanding the roles that family members and others play in children's lives is vital for early childhood educators. They must be able to integrate the following concepts:

- Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
- A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

7) **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

Early Childhood Core Competencies: Child Growth and Development

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Knowledge of Theory and Development	▪ Discuss at least three general principles of development that provide the basis for planning age appropriate programs for young children.[1]	▪ Demonstrate knowledge of basic differences in assumptions underlying major theories and basic practice compatible with the theories of development relative to children birth to six. Such theories include (but need not be limited to) those of *Piaget, Erikson, Vygotsky, Maslow, Bandura,* and *Skinner.*[1]	▪ State examples of how child development principles and theories influence aspects of program planning and implementation, such as guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space. Developmental theories include (but are not to be limited to) those of *Piaget, Erikson, Vygotsky, Maslow, Bandura,* and *Skinner.*[1]	▪ State the theoretical rationales for program planning; across all areas of development, that incorporate knowledge of both age-level characteristics and of developmental characteristics of individual children.[2]	▪ Provide guidance to ensure that practitioners understand developmental principles and incorporate the theories of *Piaget, Erikson, Vygotsky, Maslow, Bandura,* and *Skinner* (among other theorists) as they plan, implement, understand, and evaluate guidance goals and practice, curriculum experiences, inclusion of families, and design of the physical space.[2]
	▪ Describe basic behavioral characteristics of children of various ages and stages, including the social/ emotional, physical/motor, adaptive, communicative, and cognitive areas of development.[1]	▪ Describe comprehensive behavioral characteristics of the various ages and stages, including the social/emotional, physical/motor, adaptive, communicative and cognitive areas of development.[1]	▪ Describe behavioral, age-related examples of interrelationships between areas of development.[1]	▪ Evaluate guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles.[2]	▪ Provide guidance to ensure that practitioners are able to incorporate knowledge of developmental characteristics into their interactions with children and to ensure that both age-level characteristics and the unique characteristics of individual children are respected and appreciated.[2]

Early Childhood Core Competencies:
Child Growth and Development (continued)

	Level I : Pre-CDA/ Commonwealth Child Care Credential	**Level II: CDA All items in Level 1, plus**	**Level III: Associates** *All items in Levels 1 and 2, plus*	**Level IV: Bachelors All items in Levels 1, 2 and 3, plus**	**Level V: Masters** All items in **Levels 1, 2, 3 and 4, plus**
Application of Theory and Development	▪ Demonstrate knowledge that young children are diverse with regard to different: - rates of development, - individual interests, - special needs, - temperaments, - languages, - cultures, - and learning styles.[1,3]	▪ Demonstrate knowledge that children are diverse through incorporating this knowledge into interactions with children in home and center-based programs.[1]	• Plan and implement curriculum activities that reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles in home and center-based programs.[1]	▪ Plan, implement, and evaluate comprehensive programming that incorporates all areas of development as well as knowledge of both age-level characteristics and developmental characteristics of individual children.[2]	▪ Evaluate the activities that early childhood practitioners plan and implement in home and center-based programs to ensure that activities reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles.[2]
		▪ Demonstrate awareness of indicators for early intervention based on knowledge of child development.[4]	▪ Implement, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.[4]	▪ Plan, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention..[3,4]	
					▪ Apply theoretical and research knowledge to practice in early childhood settings.[5] ▪ Critically examine alternative perspectives regarding crucial and foundational issues in the field.[5]

Early Childhood Core Competencies: Health, Safety and Nutrition

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
▪ When abuse or neglect is suspected, follow program procedures for reporting.	▪ Identify, document, and report suspected abuse and neglect to appropriate persons.[6, 3]			
▪ Monitor safe use of indoor and outdoor equipment by children.[3,6] ▪ Verbalize and demonstrate procedures for supervising children's activities to prevent illness and injury.[3,6]	▪ Describe and check for safe environments and potential health hazards.[6]	▪ Use adaptive equipment appropriately with supervision.[7]	▪ Communicate appropriate use of adaptive equipment to staff and families.[7]	
▪ Follow regulations regarding health, safety and sanitation across multiple settings.[6]	▪ Describe and participate in techniques and strategies that promote the physical and emotional health of adults and children.[8] ▪ Recognize indicators of potential mental and physical health problems and report indicators to supervisor.[6]	▪ Apply health promotion concepts in children and staff through health, safety, and nutrition practices.[6]	▪ Design and implement health, safety, and nutrition education for families, children, and staff.[6] ▪ Implement appropriate health assessments and recommend referral and ongoing follow-up to appropriate community health and social services.[9] ▪ Develop, or update as needed, health, safety, nutrition, and sanitation policies and procedures.[6]	▪ Collaborate with advisory groups or other community groups to identify health, safety, nutrition, and sanitation issues that impact children.[6]

Early Childhood Core Competencies:
Health, Safety and Nutrition (continued)

LEVEL I: **Pre-CDA/ Commonwealth Child Care Credential**	**LEVEL II: CDA** **All items in Level I, plus**	**LEVEL III: Associates** *All items in Level I, II, plus*	**LEVEL IV: Bachelors** **All items in Level I, II, III, plus**	**LEVEL V: Masters** **All items in Level I, II, III, IV, plus**
▪ Practice procedures for emergencies including first aid and CPR.[3,6] ▪ Practice procedures for the following situations: fire, tornado, earthquake and man-made disaster.[10]	▪ Implement professionally recommended adaptations for children with special needs pertaining to emergency procedures, including first aid and CPR.[3]	▪ Participate in planning for special health needs.[7] ▪ Develop a written plan for responding to emergencies for children who have been identified as having special health needs and be able to react appropriately.[6,7]	▪ Collaborate with specialists and families to develop and implement plans (i.e., IFSPs, IEPs, Family Partnership Agreements, special health plans) for children with developmental, emotional, and/or physical health care concerns or needs.[6,11,12]	
▪ Demonstrate proper techniques for preventing communicable diseases, including hand washing, diapering, cleaning, and sanitizing.[3,6] ▪ Follow a morning health check and identify potential health concerns.[6]		▪ Design, in consultation with health personnel, appropriate procedures for morning health checks and for identification of health concerns.[4]		
▪ Follow regulations for appropriate response to and documentation of children's injuries.[3,6]		▪ Design, in consultation with health personnel, appropriate procedures for documentation of children's injuries.		

Early Childhood Core Competencies: Health, Safety and Nutrition (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
▪ Follow regulations/written policies for administration of medications.[3,6]		▪ Develop procedures for storing, administering, and documenting usage of medications.[6]		
▪ Demonstrate basic principles of oral health care with children.[6]		▪ Design, in consultation with health personnel, appropriate procedures for a comprehensive oral health care program.		
▪ Practice principles for SIDS prevention.[6]				
▪ Know food guide pyramid guidelines.[3,6] ▪ Follow regulations for food storage, preparation, serving, and clean-up.[3]	▪ Identify basic nutrition concepts and follow recommendations for mealtime.[13] ▪ Implement, with supervision, appropriate feeding procedures and adaptations for cultural preferences.[4]	▪ Create menu plans for children, including children with special dietary concerns, that are age-appropriate and meet federal guidelines.[6] ▪ Identify nutritional issues appropriate to the age and special needs of children, including feeding procedures, food choices and amounts, and cultural preferences.[7]		
	▪ Identify current health trends in society using research-based knowledge and information.		▪ Incorporate appropriate practices into program in response to current health trends.	▪ Analyze, evaluate, and apply current theory and research to health, safety, nutrition, and sanitation policies and procedures.[4,6]

Early Childhood Core Competencies: Professional Development/Professionalism

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
▪ Maintain confidentiality.[3,14,15,16]				
▪ View self as a learner.[14,17] ▪ Participate in professional development (i.e., credentials, degrees) as required for each level to improve performance and to expand personal knowledge of child development, interdisciplinary practices, and family-centered services.[2,3,15,18] ▪ Develop and implement a written professional development plan.[2,15,19]	▪ Practice self-evaluation to determine professional growth and performance, using *KY's Early Childhood Core Content* and other appropriate materials to assist in identifying areas of need.[2,15,20,21] ▪ Develop, maintain, and continuously use a resource file or portfolio as documentation of growth and performance.[2,3,19]	▪ Seek out professional relationships to enhance professional growth (e.g., securing a mentor).[18]	▪ Seek out knowledge to improve practice.[2] ▪ Accept advice and constructive criticism to improve practice.[18] ▪ Mentor colleagues and assistants.[4] ▪ Support staff development through active listening; observation and constructive feedback; conferences; and the development of professional growth plans which reflect the results of self-assessment and performance reviews.[2,22,23] ▪ Assist staff and assistants in selecting appropriate professional development formats and opportunities (e.g., observation, reading, training sessions, etc.) that are related to their individual growth plans.	▪ Evaluate personal performance and set goals to advance knowledge of the field.[13] ▪ Explore models of professional development and opportunities to promote others' professional growth.[18] ▪ Design staff development opportunities for colleagues[18]. ▪ Employ adult learning principles in supervising and training other adults.[2,20]

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	▪ Join organizations for professional development.[18]	▪ Actively participate in organizations for professional development.[18,23]	▪ Disseminate knowledge at local, state, regional, and national conferences.[18]	▪ Take leadership roles in professional organizations.[5] ▪ Show evidence of effective professional leadership by: ▪ Communicating the importance of the early years and the role of quality early childhood educators in children's development with families, colleagues, and the community. ▪ Supervising, coaching, mentoring, and training staff and volunteers. ▪ Presenting at local, state, and national conferences. ▪ Identifying and supporting the professional development of staff and volunteers.[2,5,19,20]
▪ Follow code of ethics.[9,24,25]	▪ Identify and report potentially unethical practices to supervisor.[16]	▪ Articulate and use a professional code of ethics for making professional decisions.[16]	▪ Articulate professional values and implement ongoing professional self-reflection to improve practice.[18]	
▪ Recognize symptoms of "burnout" and seek assistance when appropriate.[16]	▪ Implement strategies for preventing "burnout".[16]	▪ Recognize causes of "burnout" and develop strategies to prevent.[16]	▪ Assess effectiveness of "burnout" strategies for self and colleagues and make appropriate changes based on data.	

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, and assessment.[15,24,25]	▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, assessment, and inclusionary practices.[15,17,23,24]		▪ Integrate knowledge of historical, philosophical, psychological, and social foundations of education, including early childhood education, into planning and decision-making.[18]
	▪ Demonstrate awareness of other disciplines (e.g., physical therapy, occupational therapy, speech, nursing, special education) for collaboration.[14,24,25]	▪ Demonstrate working knowledge of other disciplines in order to facilitate collaboration with colleagues, community members, families, and administrators[24,26] and enhance transitions for children and families.	▪ Assure compliance with regulations and laws for children, families, and individuals with special needs (e.g., IDEA, ADA) through adaptations to environment and curriculum and through staff training.[15,20]	
▪ Demonstrate job satisfaction and genuine interest in young children and their families.[3,16]	▪ Demonstrate commitment to child advocacy.[15,20,24]			▪ Support community initiatives and advocate for early childhood legislation at the local, state and national levels for improving quality in early childhood and early childhood special education fields.[22,27]
▪ Demonstrate dependable, responsible behavior including teamwork.[19,24]			▪ Facilitate group problem solving of ethical dilemmas.[16]	

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		▪ Describe the relationship between theory and practice.[16,17] ▪ Identify current trends in early childhood education.[16]	▪ Engage in critical analysis, assessment, and reflection of teaching practices and the behavior of children on a regular basis to improve competence, both for personal and professional growth and for the benefit of children and families.[2,16] ▪ Make program decisions based on professional standards and position statements of professional organizations.[16] ▪ Evaluate current trends in early childhood education and revise practice as appropriate. [16]	▪ Critically review and apply child development theories, position statements, research and recommended practices in the program.[2]
		▪ Gain knowledge of professional and community resources.[2]		
				▪ Engage in action research by systematically studying own teaching or children.[4]

Early Childhood Core Competencies: Learning Environments and Curriculum

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Space and Furnishings	▪ Assist in arranging furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).[3,28]	▪ Arrange furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).[28]	▪ Organize space into identifiable areas that encourage active involvement, self-initiative, responsibility, and a growing sense of autonomy (e.g., variety of centers, adequate and varied materials, appropriate storage, labels).[24]		▪ Articulate how the arrangement of the environment reflects the philosophy of the program.[29]
		▪ Arrange environment to promote physical development, in both indoor and outdoor environments.[3,13] ▪ Arrange space to encourage appropriate communication.	▪ Organize environment to facilitate positive interactions between children and adults.		
		▪ Organize environment to include large group areas, small group areas, quiet areas, and interest areas, with areas for quiet and active play separated.[13,28] ▪ Implement and use outdoor environments and natural settings as an integral part of a child's active and quiet learning.[3,24]	▪ Organize and use the outdoor environment and natural settings as an integral part of a child's active and quiet learning.[24]		
			▪ Model strategies, techniques, and methods which foster and ensure a physically and psychologically safe environment that promotes children's development and learning.[9]	▪ Provide well-arranged indoor and outdoor space which meets developmental needs of all children, including adaptive and assistive technology.[9]	

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Space and Furnishings (continued)	▪ Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical development, and encourage appropriate curriculum.	▪ Maintain and/or obtain equipment.[14,15,19] ▪ Rotate materials and equipment to encourage planned and spontaneous activities.[28,30]	▪ Organize environment to include a variety of materials and equipment.[13]	▪ Plan for and use materials that recognize and value diversity as a strength in children and families.[2,28]	
	▪ Demonstrate use of materials, such as blocks, etc., for play.[4]	▪ Demonstrate knowledge that children learn through interactive play with materials, other children, and adults in their immediate environments in home and center-based programs.[3,31] ▪ Describe how materials, such as blocks, water, sand, books, and puzzles, and experiences, such as music and practical life, are used for play and learning in home and center-based programs.[31]			▪ Evaluate the program planning and implementation process of early childhood practitioners in various settings to ensure that practitioners demonstrate knowledge that children learn through interactive play with materials, children, and adults in their immediate environments.[31]

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Personal Care and Routines	▪ Follow established routines for adults and children in regard to diapering, toileting, eating, dressing, tooth brushing, sleeping, and general hygiene.[16,25,32]	▪ Identify and implement developmentally appropriate nutrition, feeding, and self-help strategies for children on an individual basis.[3,14]			▪ Ensure that staff incorporates routine tasks (e.g., diapering, toileting, eating, dressing, and sleeping) into the program in a relaxed, reassuring, and individualized manner based on developmental needs.[5]
	▪ Assist in implementation of plans to make toileting, feeding, and the development of other independent skills a positive experience for children.	▪ Implement plans to make toileting, feeding, and the development of other independent skills a positive experience for children.	▪ Plan with families to make toileting, feeding, and the development of other independent skills a positive experience for children.[23]		▪ Ensure cooperative planning with parents to make toileting, feeding, and the development of other independent skills a positive experience for children.[5]
	▪ Assist in appropriate use of physical positioning and management techniques to support children with physical and health disabilities.			▪ Use appropriate physical positioning and management techniques to support children with physical and health disabilities.[20]	

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Language and Literacy	▪ Respond positively to children's attempts to communicate.[3,14,16] ▪ Use and respond to verbal and nonverbal communication techniques.[20,32.33]	▪ Promote activities that provide time for children to respond through open-ended questions.[23]	▪ Plan activities and experiences that encourage the development of communication skills, both auditory and verbal, appropriate for young children.[23]	▪ During communication activities, ensure a balance of listening and talking appropriate for age and abilities of children.[2,28] ▪ Develop strategies and methods to assist children in the use of alternative and augmentative communication systems.[20]	
	• Encourage children to engage in meaningful conversation.[3,14,32]	• Conduct developmentally appropriate conversations.[14,33] ▪ Implement daily intentional experiences with speaking and listening and immersion in an environment where oral and written language is used in meaningful ways by children and adults.[32,33,34]		▪ Design activities to encourage children to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in what way two pictures are the same or different).[28]	
		▪ Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.[3,25]			

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: **Pre-CDA/ Commonwealth Child Care Credential**	**LEVEL II: CDA** **All items in Level I, plus**	**LEVEL III: Associates** *All items in Level I, II, plus*	**LEVEL IV: Bachelors** **All items in Level I, II, III, plus**	**LEVEL V: Masters** **All items in Level I, II, III, IV, plus**
Language and Literacy (continued)	▪ Engage in early literacy experiences with children, such as daily adult-child book reading, songs, and rhymes.[32,34]	▪ Select age-appropriate print materials and activities to support early literacy skills.[32] ▪ Conduct developmentally appropriate activities that support a print-rich environment, in which children learn about books, literature, and writing.[3,14,32,33]	▪ Plan early literacy experiences for children across all domains of the curriculum.[4]	▪ Facilitate activities to link children's spoken communication with written language (e.g., write down what children dictate and read it back to them; help them write a note to parents).[28,30,33] ▪ Facilitate and evaluate the effectiveness of children's early literacy experiences (e.g., adult-child book reading, intentional experiences with speaking and listening, immersion in an environment where oral and written language is used in meaningful ways by children and adults).[34]	▪ Evaluate activities that practitioners plan and implement to ensure that they demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.[2]
		▪ Provide activities and materials appropriate to children's age for phonemic/phonological awareness (e.g., rhyming words, matching sounds, syllable discrimination) and alphabet recognition.[32,33]			

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Language and Literacy (continued)		▪ Assist colleagues, parents, and volunteers to promote children's early literacy experiences.	▪ Explain to colleagues and families how children's early literacy experiences begin with daily adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.[34]		▪ Collaborate with others in promoting language and literacy. ▪ Work with administrators to understand the goals, objectives and outcomes of emergent literacy.
					▪ Articulate, analyze, evaluate, and apply current theory and research on emerging trends in language acquisition, development, and emerging literacy.[16]
Activities and Materials	▪ Support children in making choices individually and cooperatively.[24]	▪ Provide opportunities for children to make choices individually and cooperatively.[3,24] ▪ Facilitate activities and routines for children to express growing independence and self-reliance, (e.g., the ability to make choices and initiate own activities).[3,35]			

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Activities and Materials (continued)	▪ Support children in opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).[31]	▪ Provide children with opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).[3,31]	▪ Implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.[5]	▪ Plan and develop meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.[5]	▪ Develop and model meaningful integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.[5] ▪ Evaluate the use of meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement to meet the needs of all children.[5]
	▪ Follow program rules, routines, and activities, following children's lead.[24]		▪ Plan and implement program rules, routines, and activities, using children's input.[24]		

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Activities and Materials (continued)		▪ Assist in planning and implementing developmentally and functionally appropriate individual, small and large group activities, which include teacher-designed and child-initiated experiences, based on the needs and interests of all young children.[9,20,24]	▪ Plan and implement developmentally and functionally appropriate individual, small and large group activities.[9,20,24] ▪ Implement both adult-directed and child-initiated activities, based on the needs and interests of all young children.[35]	▪ Plan and implement developmentally and individually appropriate curricula and instructional practices based on assessment knowledge of individual children, the community, and curricula goals and content.[5,9,20]	▪ Apply and provide rationale for daily practice, based on how it relates to theories of child development.[4,36]
	▪ Use non-biased activities and materials.[3,14]	▪ Implement and adapt activities that reflect developmental and individual needs of children identified through ongoing assessment, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Agreement goals.[2,12,15]	▪ Routinely incorporate activities and materials that represent and respect gender, age, roles, culture, and ethnicity.[30] ▪ Adapt the curricula to meet individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, Family Partnership Agreement goals.[2,15]	▪ Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity.[24]	▪ Ensure that staff is individualizing curricula by adapting to individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Plan outcomes.[2,15]

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Activities and Materials (continued)		▪ Provide a variety of age appropriate materials and activities that encourage problem solving.[3,14,33]	▪ Ensure that a variety of materials are available across a variety of interest centers (e.g., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors and indoors).[28,30]	▪ Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies which include problem solving and inquiry experiences.[24]	▪ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.[5]
				▪ Create a caring community of learners, supporting children's individual development and learning, constructing appropriate curriculum, assessing children's learning and development for the purpose of planning, and establishing reciprocal relationships with families.[13]	

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Activities and Materials (Motor)	▪ Support a variety of activities which promote large and small muscle development.[14,25,31,32,33]	▪ Assist in planning and offer a variety of activities which promote large and small muscle development.[3,14,25,31,32]	▪ Plan and implement many and varied activities for gross and fine motor play, both indoors and outdoors, as defined in daily lesson plans and curriculum.[28]	▪ Develop and implement on a daily basis developmentally and individually appropriate activities that enhance fine motor skills.[28,30] ▪ Develop and implement on a daily basis developmentally and individually appropriate indoor and outdoor curricular activities that enhance gross motor skills and coordination.[28,30]	▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate activities to enhance fine motor skills.[28,30] ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate indoor and outdoor curricular activities to enhance gross motor skills and coordination.[28,30]
	▪ Support children's use of a variety of age appropriate block play opportunities.[14]	▪ Assist in planning and offer a variety of age appropriate block play opportunities.[14]			
	▪ Support children's use of appropriate art materials and experiences.[14,32,33]	▪ Assist in planning and offer appropriate art materials and experiences.[3,14,32]			
	▪ Support children's use of developmentally appropriate music experiences.[14,32,33]	▪ Assist in planning and offer developmentally appropriate music and movement experiences.[3,14,32]			

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

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Activities and Materials (Sensory)	▪ Support children's opportunities to explore their senses (e.g., sand and water play, art and music experiences, exploration of textures).[3,14,32]	▪ Offer and implement many and varied activities for children to explore and develop their senses, both indoors and outdoors (e.g., sand and water play, music experiences, clay, collage materials, textures).[14,32]	▪ Plan many and varied activities for sensory development, both indoors and outdoors, as reflected in daily lesson plans and curriculum.[14]	▪ Ensure that developmentally and individually appropriate curricular activities are provided on a daily basis to enhance children's learning through all of their senses.[28,30]	▪ Ensure that staff provide many and varied materials for sensory exploration and development.[28,30] ▪ Evaluate the provision of developmentally and individually appropriate curricular activities to enhance children's learning through all of their senses.[28,30]
			▪ Implement sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.[20]	▪ In collaboration with related service personnel, plan sensory stimulation programs, as appropriate, for children with special needs.[20]	▪ Ensure that staff provide sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.[20]
			▪ Implement experiences for sensory learning through projects that are integrated across the curriculum and extend over a period of time.[28]	▪ Plan opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.[28]	▪ Ensure that staff provide opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.[28]

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: **Pre-CDA/ Commonwealth Child Care Credential**	**LEVEL II: CDA** **All items in Level I, plus**	**LEVEL III: Associates** *All items in Level I, II, plus*	**LEVEL IV: Bachelors** **All items in Level I, II, III, plus**	**LEVEL V: Masters** **All items in Level I, II, III, IV, plus**
Activities and Materials (Social/ Emotional)	▪ Model respect for self and others.[37]	▪ Offer and support an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.[32,33,37]	▪ Plan and implement an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.[37]	▪ Ensure and evaluate an environment to assist children in developing respect for self and others, self-control, and self-direction.[37]	
				▪ Provide opportunities, daily routines, and materials which foster caring, helping, cooperating, and negotiating.[33,35]	▪ Ensure and evaluate the provision of opportunities which foster caring, helping, cooperation and negotiation.
				▪ Provide space for children to be alone to enhance development of concentration, independence, and relaxation.[28]	▪ Ensure and evaluate the provision of space for children to be alone.[28]
Cognitive	▪ Encourage the development of cognitive skills by providing concrete experiences. ▪ Engage children in play that encourages curiosity, exploration, and problem solving.[32,33]	▪ Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of the children.[3,33]	▪ Demonstrate awareness that individual cognitive development is related to a child's earliest experiences. ▪ Integrate cognitive development into the arts and all curricular areas.	▪ Describe how cognitive development and other areas of development interrelate. ▪ Plan, implement, evaluate, and modify curriculum to encourage children to construct knowledge. ▪ Encourage children to reflect and build on previous learning to develop and refine thinking skills.[4]	▪ Ensure and evaluate the implementation of activities that are consistent with cognitive growth.[4] ▪ Articulate, analyze, evaluate, and apply current theory and research on promoting cognitive development.

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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Cognitive (continued)	▪ Support planned math, science, and nature exploration in response to children's emerging interests.[32,33]	▪ Guide math, science, and nature exploration in response to children's emerging interests.[3]	▪ Support and scaffold learning activities for children so they can develop thinking skills. ▪ Plan and implement math, science, pretend, and nature exploration activities in response to children's emerging interests and cognitive development.[3]		
		▪ Facilitate children's exploration of concepts such as space, time, shape, size, and quantity in meaningful ways,[32,33] ▪ Facilitate activities and opportunities appropriate to children's development that promote counting and number concepts.[32,33]	▪ Plan activities and opportunities appropriate to the children's developmental levels that promote exploration of shapes, sizes, space, measurement, and time.[32] ▪ Provide opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences.[32,33]	▪ Evaluate the appropriateness and effectiveness of activities and opportunities for promoting exploration of shapes, sizes, space, measurement, and time. ▪ Evaluate the appropriateness and effectiveness of opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences.	
		▪ Maintain adult's role as facilitator or partner in play.[3,32]			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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Cognitive (continued)		▪ Provide materials and opportunities for children to imitate and engage in pretend and dramatic play.[32,33]			
Interaction—Adult/Child and Child/Child	▪ Demonstrate behavior that communicates the importance of each child.[3,14]	▪ Encourage feelings of empathy and respect for others[3,14,32,33].		▪ Articulate the importance of relationships to children's development and learning.[38]	
	▪ Foster children's sense of security.[14,32]		▪ Facilitate children's sense of security during transition through linkages with and visitation to the new setting/staff.		
	▪ Communicate frequently with each child, both verbally and non-verbally (e.g., calm voice, smiles, touch, embraces, child's eye level).[3,14,32]				
		▪ Recognize a variety of child behaviors according to individual development levels.[4]	▪ Respond appropriately to a variety of child behaviors, recognizing individual development levels.[13]		▪ Ensure that staff respond appropriately to a variety of child behaviors, recognizing individual development levels.
			▪ Utilize modeling and various prompting techniques to facilitate children's interactions with their environment.[24]		

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Interaction—Adult/Child and Child/Child (continued)				▪ Provide developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.[5,32]	▪ Articulate the rationale for developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.[5]
				▪ Provide assistance during conflict resolution, problem solving, friendship development, and other social interactions, which are based on the child's ability to understand.[29,32,36]	

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Interpersonal Interaction and Guidance	▪ Follow regulations regarding behavior guidance.[3,10,25]				
	▪ Treat all children equitably and fairly.[25] ▪ React consistently to children's behavior.[30]	▪ Use positive guidance techniques and behaviors to help children act responsibly (e.g., consistent, kind, redirecting, modeling).[35] ▪ Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management.[9,14,29,39]	▪ Provide consistent, clear rules, which are explained to children and understood by adults.[23,32]	▪ Embed opportunities into the normal routine to teach conflict resolution skills based on the child's ability to understand at different ages.[36]	▪ Ensure the use of positive techniques of guidance that include redirection, elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism.[4,5]
		▪ Assist with methods of behavior support and management appropriate for young children with special needs.[9]	▪ Implement, in collaboration with related service personnel, methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).[9]	▪ Work collaboratively with related service personnel to plan and document methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).[9]	▪ Ensure that staff implement guidance practices appropriate to each child's personality and individual development.
		▪ Recognize signs of emotional distress in young children and follow procedures.[9,3]			

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: **Pre-CDA/ Commonwealth Child Care Credential**	**LEVEL II: CDA** **All items in Level I, plus**	**LEVEL III: Associates** *All items in Level I, II, plus*	**LEVEL IV: Bachelors** **All items in Level I, II, III, plus**	**LEVEL V: Masters** **All items in Level I, II, III, IV, plus**
Program Structure and Management (Individual Needs)	▪ Follow basic daily schedule that is familiar to children.[3,28]	▪ Implement a schedule that meets children's need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child-chosen and teacher-directed activities, for a substantial part of day.[14,28]	▪ Plan a schedule that meets children's need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child chosen and teacher directed activities, for a substantial part of day.[28] ▪ Arrange variations of schedules, activities, and materials to meet individual needs (indoor and outdoor).[28] ▪ Prepare and organize materials to implement daily lesson plans.[20]	▪ Plan and implement developmentally and individually appropriate curricula and instructional practices.[5,9]	▪ Incorporate evaluation, planning, and management procedures that match learner needs.[20]
	▪ Support children's transition between activities.[3,14]	▪ Implement procedures that help children make smooth transitions from one activity to another.[14]	▪ Plan procedures that help children make smooth transitions from one activity to another.[14]	▪ Develop transition plans to support children's movement between activities.[13]	▪ Evaluate procedures to help children make smooth transitions between programs and within classroom events.[14,15,27,29]

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Program Structure and Management (Individual Needs) (continued))	▪ Assist in implementation of program's curriculum and philosophy of learning. ▪ Demonstrate knowledge of *KY's Early Childhood Standards*.	▪ Describe program's curriculum and philosophy of learning. ▪ Utilize community resources to enrich curriculum.[3,19,25] ▪ Demonstrate knowledge of *KY's Early Childhood Standards* and its relationship to daily activities.	▪ Articulate various early childhood curricula approaches. ▪ Use a variety of strategies to encourage children's physical/motor, social/emotional, aesthetic, and cognitive/language development.[23] ▪ Use *KY's Early Childhood Standards* as a guide to plan appropriate activities and experiences based on children's developmental progress.	▪ Evaluate critical attributes of various curricula approaches and potential outcomes for children. ▪ Select intervention, curricula and methods for children with specific disabilities.[9] ▪ Use strategies for facilitating maintenance and generalization of skills across learning environments.[20]	▪ Ensure the use of pedagogically sound and legally defensible instructional practices.[20] ▪ Recognize the differences in adult and early childhood learning styles and apply knowledge to practice.[16,17]
		▪ Use technology for efficiency in basic program management activities.[2]		▪ Select and use computer software to meet the management needs of the program.[2]	▪ Identify and use human, material, and technological resources to keep abreast of the changing early childhood field.[5]

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		▪ Utilize computer software to promote developmental skills of children, when appropriate to their age and abilities.[40]	▪ Select and plan for use of computer software to promote developmental skills of children, when appropriate to their ages and abilities.[40] ▪ Implement assistive technology for children with special needs, in collaboration with related service personnel.[2,27]	▪ Ensure the appropriate use of computer software and technology to assist in meeting the developmental and special needs of individual children.[2,9] ▪ Implement appropriate use of technology, including adaptive and assistive technology, in collaboration with related service personnel.[9]	▪ Work, in collaboration with related service personnel, to evaluate the appropriate use of technology and computer software to meet the developmental and special needs of individual children.[2]
Program Structure and Management (Adult Interaction)	▪ Cooperate with team members to implement daily activities.[28]	▪ Identify individual roles and responsibilities specific to daily routines, adult and child interactions, child supervision and guidance.[25,28]	▪ Cooperate with team members to develop and implement daily activities.[28]	▪ Develop team strategies to plan for children's group and individual needs.[5,28]	▪ Administer, supervise, and consult with, or instruct other adults.[2,20]
	▪ Collaborate daily with team members to share child-related information.[28]				
		▪ Identify and utilize appropriate community resources (e.g., mental and physical health agencies, educational programs-museums, libraries, and available social services).[3,25]			

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: **Pre-CDA/ Commonwealth Child Care Credential**	**LEVEL II: CDA** **All items in Level I, plus**	**LEVEL III: Associates** *All items in Level I, II, plus*	**LEVEL IV: Bachelors** **All items in Level I, II, III, plus**	**LEVEL V: Masters** **All items in Level I, II, III, IV, plus**
Family/Staff	▪ Conduct informal daily communications with families.[3,28]	▪ Provide families with administrative information (e.g., parent handbooks, fees, hours of operation, transition procedures) in writing.[3,28]		▪ Establish culturally and linguistically diverse, family-friendly strategies of communication with families through regular newsletters, bulletin boards, telephone calls, and other similar measures.[2,5]	
	▪ Develop a positive, collaborative relationship with families.[3,5,9]		▪ Foster partnerships between parents and staff to facilitate family and child interactions as the primary contexts for learning and development.[9,37]		
Family/Staff (continued)			▪ Plan for transition by linking children's current developmental and learning experiences and teaching strategies with those of the next educational setting.[9]	▪ Communicate options for programs and services at the next level and assist the family in planning for transition. [9]	▪ Design and evaluate processes and strategies that support transition among hospital, home, and infant/toddler, preschool and primary programs.[9,20]

Early Childhood Core Competencies:
Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
				▪ Engage families in the assessment process of observing and recording children's development and learning.[5]	▪ Provide guidance for observing, recording, and assessing young children's development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.[5] ▪ Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.[20]
				▪ Implement a range of family oriented services based on a family's identified resources, concerns, priorities, and, as appropriate, due process safeguards.[9,20]	
				▪ Develop, monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, IEP, or Family Partnership Agreement.[15,24]	

Early Childhood Core Competencies: Child Assessment

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Record Keeping Tools	▪ Assist with collection of information about each child's development.[4]	▪ Participate with supervision in developmental screening and classroom/instructional assessment of children's social, emotional, physical, communicative, and cognitive development.[41,42] ▪ Observe, collect, and record information about children across all areas of development and their families in a non-judgmental and unbiased manner.[9,14,24,42]	▪ Supervise screening, classroom/instructional assessment of children, and documentation of information collected across all areas of development.[42]	▪ Integrate informal assessment information with formal assessment data, ensuring that authentic procedures have been used during assessment.[5]	• Communicate major theories, research, and issues relevant to observation and assessment.[16]
	▪ Implement appropriate use of techniques for assessing young children, such as observation and anecdotal records.[42]	▪ Model and implement appropriate methods for assessment of children's social/emotional, physical, communication, and cognitive development.[42]	▪ Plan for and supervise the use of appropriate methods for assessment of children's social/emotional, physical, communication, and cognitive development.[41,42]	▪ Select, create, adapt, and use multiple modes and methods of assessment which are sensitive to the unique cultural and learning needs of each child.[2,42] ▪ Select, administer, and evaluate instruments and procedures for a continuous assessment system, based on program goals and compliance with established criteria and standards, taking into consideration specific exceptionalities.[5,9,20,42]	• Establish criteria, procedures, and documentation methods for assessment that are systematic, multidisciplinary, and based on everyday tasks.[16,42,43] • Ensure the selection and administration of assessment instruments and procedures for a continuous assessment system based on program goals and established criteria and standards.[9,42]

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Record Keeping Tools (continued)				▪ Collaborate with related service personnel in the administration of diagnostic instruments, when indicated.[42]	• Administer diagnostic instruments to assess children as indicated, through screening, observation, and interview, in keeping with appropriate training and in collaboration with the family and other professionals.[42]
		▪ Have knowledge of and use the *KY's Early Childhood Continuous Assessment Guide* for assessment of children.	▪ Use *KY's Early Childhood Continuous Assessment Guide* as a tool in planning a continuous assessment system for a program.		
		▪ Communicate assessment information to families and other appropriate professionals in written and oral form and document.[14,42]			
		▪ Collect and maintain records from a variety of assessment sources (e.g., screening, observation, interviews, portfolios) concerning the progress in growth, health, and behavior in each area of development.[3,16,25,42]			

Early Childhood Core Competencies:
Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
Assessment and Team Collaboration	▪ Participate as a team member in planning, coordinating and implementing assessment procedures.[42]	▪ Participate and collaborate as a team member with other professionals in conducting family-centered assessments for all children, including children with exceptional learning needs.[9]		▪ Promote and demonstrate team collaboration in planning, coordinating, implementing, and evaluating assessment procedures.[42]	▪ Identify and ensure the existence of structures supporting intra-agency/interagency collaborations, including agreements, referrals, and consultation.[20]
			▪ Involve families in assessing and planning for all children.[9,42]	▪ Assist families in identifying resources, priorities, and concerns related to their child's development, incorporating where appropriate into child and family outcomes.[9] ▪ Communicate to families assessment information and relevant activities that may be embedded into the family's daily activities and routines.[2,9] ▪ Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, the IEP, and/or the Family Partnership Agreement.[9,15,12]	▪ Ensure staff is sharing assessment information and relevant activities that may be embedded into the family's daily activities and routines.[2]
			▪ Articulate that various types of assessment procedures are used across a variety of settings.[20,41]		

Early Childhood Core Competencies:
Child Assessment (continued)

	LEVEL I: **Pre-CDA/ Commonwealth Child Care Credential**	**LEVEL II: CDA** **All items in Level I, plus**	**LEVEL III: Associates** *All items in Level I, II, plus*	**LEVEL IV: Bachelors** **All items in Level I, II, III, plus**	**LEVEL V: Masters** **All items in Level I, II, III, IV, plus**
Assessment and Team Collaboration (continued)			▪ Articulate that authentic assessment measures which address multiple developmental areas are used for classroom/ instructional assessment and that information gathered is used to plan curriculum, instruction, and individual and group learning goals.[41]	▪ Use *KY's Early Childhood Standards* as a framework for determining overall progress of children's development.	▪ Ensure that assessment and curriculum are integrated throughout the program and that assessment is consistent with and relevant to the goals, objectives, and content of the program.[41,42]

Early Childhood Core Competencies:
Family and Community Partnerships

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
▪ Demonstrate confidentiality relative to all aspects of the lives of individual children and their families.[3,14,16,35]				
	▪ Demonstrate awareness of individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language.[3,16,19,24,25,35]	▪ Demonstrate respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices, and language.[16,19,23,24,35]		▪ Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.[20]
	▪ Respect the family's role as primary decision-maker for their child.[14,35]	▪ Assist families in making their own decisions, accessing services, finding their own resources, and becoming independent of professionals.[41]		
▪ Follow the program's plan for maintaining written and verbal daily communication with families.[3,16,19,25,35]	▪ Conduct effective home visits with families to share information, report progress, and demonstrate developmentally appropriate techniques, in the home language whenever possible.[14,24,25,35] ▪ Conduct parent conferences in collaboration with the program director and other staff, in the home language whenever possible.[3,14,24,25,35]	▪ Plan and implement effective family meetings, considering adult learning principles and the interests and needs of families in the home or center-based program.[2,24,26,35]		

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
▪ Show a warm, welcoming attitude toward families and their involvement in the life of the center, child care home, or school.[3,19,35]	▪ Assist families and children to become acquainted with the program and the staff on the child's first day.[3,14,24,25]	▪ Assist families to become active participants on the educational team.[20]	▪ Foster alternative models and methodologies for family support and involvement.[3,5,19,35] ▪ Provide opportunities to families and the community to be members of an advisory board that assists in policy setting and program evaluation.[3,5,19,35]	
	▪ Respond empathetically and knowledgeably to families' feelings and concerns regarding child care, guidance, and their children's development, using the home language whenever possible.[14,24,25,35]	▪ Incorporate the role of families' cultures, religions, and child rearing practices into the program.[4] ▪ Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health and experiences.[2,24,26,35]	▪ Demonstrate knowledge sufficient to serve as a culturally responsive resource to families for information regarding child development and child rearing.[5,24,35] ▪ Anticipate and negotiate potential conflicts in philosophies and child rearing practices between self, the program, and diverse parents.[5,19]	
	▪ Show awareness of community resources[19,35]. ▪ Provide relevant information to families regarding community resources.[3,14,24,25,35]	▪ Develop positive learning opportunities for families.[44]		
	▪ Collaborate with families to support transition of children.[2,25]			

Early Childhood Core Competencies:
Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
			▪ Actively involve families in the assessment of their children's development and communicate results in everyday language, using the home language whenever possible.[2]	▪ Ensure that child assessment is shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns.[45]
		▪ Identify the potential impact on the family of a child with special needs.[24]	▪ Collaborate with families in providing intervention strategies, including assistive technology, that promote development and learning for children with diverse needs and abilities.[2,5,19,35]	▪ Ensure the provision of a range of family-oriented services based on each family's identified resources, priorities, and concerns.[2]
			▪ Effectively supervise and evaluate support staff in their work with families.[5,19]	
		▪ Implement and interpret to other adults the program's policies and procedures related to parents and families, including transition.[2,24,26]		
				▪ Apply and/or conduct research that addresses families & communities.[19] ▪ Apply research information regarding family systems and stresses to daily practice with families and children.[2,5,19,24]
				▪ Provide leadership through teaching, research, and advocacy for issues across the field of family and community involvement in early childhood development and education.[19]

Early Childhood Core Competencies: Program Management/Evaluation

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates *All items in Level I, II, plus*	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
▪ Adhere to program policies and regulations and assist with maintaining individual child records.[14,15,19]	▪ Implement program policies and regulation requirements.[3,14] ▪ Maintain and update individual child records.[3,14,15,19] ▪ Maintain staff records required by program policies and regulations.[3,14,15]	▪ With the family's permission, ensure that child's records are transferred for transition purposes in a timely manner.		
▪ Assist with program evaluation by providing input.[2]	▪ Become knowledgeable of various nationally recognized program and management/supervision evaluation tools.[42]	▪ Utilize nationally recognized program evaluation tools appropriately (e.g., NAEYC Accreditation Classroom Observation Book, 2003; ECERS-R, 1998; ELLCO, 2002; McWilliam & Winton, 1990; ITERS-R, 2003; KDE & CHFS, 2004-Assessmt).[28,30,42,,46,47,50]	▪ Apply professional guidelines/mandates in program evaluation.[2,42] ▪ Design and ensure program evaluation, based on overall program goals, to determine if outcomes have been met and to ensure continuous and comprehensive quality of the total environment for children, families and the community.[5,42]	▪ Demonstrate knowledge of the theoretical and practical intent of various program evaluation tools, so that appropriate instruments and strategies that are sensitive to culture and individual learning styles and abilities are used for enhancing program quality.[5,15,24,42,48]
	▪ Obtain feedback from families and staff for program evaluation.[42]	• Communicate program evaluation outcomes to staff and families.[42]	▪ Involve families, other team members, community, patrons, and advisory boards in evaluation of programs.[2,15]	▪ Ensure that the concerns and input of families and other stakeholders are reflected in program evaluation outcomes and result in appropriate modifications and adaptations in practice to accommodate the needs of the program, children, families, staff, and community.[29]

Early Childhood Core Competencies: Program Management/Evaluation (continued)				
LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	**LEVEL II: CDA All items in Level I, plus**	**LEVEL III: Associates** *All items in Level I, II, plus*	**LEVEL IV: Bachelors All items in Level I, II, III, plus**	**LEVEL V: Masters All items in Level I, II, III, IV, plus**
	▪ Orient new or substitute staff[3,14,25].			
			• Develop plan to implement program changes that is reflective of program evaluation data[29,42,48].	
				• Demonstrate an understanding of one's own managerial style and the impact on motivating, leading and supervising various staff[21,49].
				▪ Promote an inclusive program, based on current research and coordination of services, personnel, and resources, which results in healthy growth and development for all children and which supports families and staff[27,48].

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NAEYC
Expanded Statement

POSITION STATEMENT
WITH EXPANDED RESOURCES

Early Childhood Curriculum, Assessment, and Program Evaluation

Building an Effective, Accountable System in Programs for Children Birth through Age 8

This resource is based on the 2003 Joint Position Statement of the **National Association for the Education of Young Children** (NAEYC) and the **National Association of Early Childhood Specialists in State Departments of Education** (NAECS/SDE). It includes the statement of position, recommendations, and indicators of effectiveness of the position statement, as well as an overview of relevant trends and issues, guiding principles and values, a rationale for each recommendation, frequently asked questions, and developmental charts.

Introduction

High-quality early education produces long-lasting benefits (Schweinhart & Weikart 1997; National Research Council & Institute of Medicine 2000; Peisner-Feinberg et al. 2000; National Research Council 2001; Reynolds et al. 2001; Campbell et al. 2002). With this evidence, federal, state, and local decision makers are asking critical questions about young children's education. What should children be taught in the years from birth through age eight? How would we know if they are developing well and learning what we want them to learn? And how could we decide whether programs for children from infancy through the primary grades are doing a good job?

Answers to these questions—questions about *early childhood curriculum, child assessment,* and *program evaluation*—are the foundation of the joint position statement from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).

Overview

This document begins by summarizing the position of NAEYC and NAECS/SDE about what is needed in an effective system of early childhood education—a system that supports a reciprocal relationship among curriculum, child assessment, and program evaluation. Next, the document outlines the position statement's background and intended effects. It describes the major trends, new understandings, and contemporary issues that have influenced the position statement's recommendations. With this background, the document then outlines the principles and values that guide an interconnected system of curriculum, child assessment, and program evaluation. We emphasize that such a system must be linked to and guided by early learning standards and early childhood program standards that are consistent with professional recommendations (NAEYC & NAECS/SDE 2002; NAEYC 2003).

Next, key recommendations, rationales, and indicators of effectiveness are presented for each of these components, accompanied by frequently asked questions. Although the recommendations and indicators will generally apply to children across the birth–eight age range, in many cases the recommendations need developmental adaptation and fine-tuning. Where possible, the position statement notes these adaptations or special considerations. To further illustrate these developmental considerations, each component is accompanied by a chart (pp. 19-26) that gives examples of how the recommendations would be implemented with infants and toddlers, preschoolers, and kindergarten-primary grade children. This resource concludes by describing examples of the support and resources needed to develop effective systems of curriculum, child assessment, and program evaluation.

Position Statement Adopted November 2003

The Position

The National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education take the position that policy makers, the early childhood profession, and other stakeholders in young children's lives have a shared responsibility to

- construct comprehensive systems of curriculum, assessment, and program evaluation guided by sound early childhood practices, effective early learning standards and program standards, and a set of core principles and values: belief in civic and democratic values; commitment to ethical behavior on behalf of children; use of important goals as guides to action; coordinated systems; support for children as individuals and members of families, cultures,[1] and communities; partnerships with families; respect for evidence; and shared accountability.
- implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate,[2] culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.
- make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.
- regularly engage in program evaluation guided by program goals and using varied, appropriate, conceptually and technically sound evidence, to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.
- provide the support, professional development, and other resources to allow staff in early childhood programs to implement high-quality curriculum, assessment, and program evaluation practices and to connect those practices with well-defined early learning standards and program standards.

[1] The term *culture* includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

[2] NAEYC defines *developmentally appropriate practices* as those that "result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning...; what is known about the strengths, interests, and needs of each individual child in the group...; and knowledge of the social and cultural contexts in which children live" (Bredekamp & Copple 1997, 8–9).

Position Statements' Intended Effects

In developing and disseminating position statements, NAEYC, NAECS/SDE, and their partner organizations aim to

- take informed positions on significant, controversial issues affecting young children's education and development[3] —in this case, issues related to curriculum development and implementation, the purposes and uses of assessment data, and benefits and risks in accountability systems for early childhood programs.
- promote broad-based dialogue on these issues, within and beyond the early childhood field.
- create a shared language and evidence-based frame of reference so that practitioners, decision makers, and families may talk together about early childhood curriculum, assessment, and program evaluation and their relationship to early learning standards and program standards.
- influence public policies—in this case, those related to early childhood curriculum development, adoption, and implementation; child assessment practices; and program evaluation practices—one by one and as these fit together into a coherent educational system linked to child outcomes or standards.
- stimulate investments needed to create accessible, affordable, high-quality learning environments and professional development that support the implementation of excellent early childhood curriculum, assessment, and program evaluation.
- build more satisfying experiences and better educational and developmental outcomes for all young children.

[3] In this context, *development* is defined as the social, emotional, physical, and cognitive changes in children stimulated by biological maturation interacting with experience.

Trends and Issues

Since 1990, significant trends and contemporary issues, research findings, and new understandings of and changes in practice have influenced early childhood education. Many changes have had positive effects on the field and on the infants, toddlers, preschoolers, and kindergarten-primary children who are enrolled in early childhood programs. Other changes are less positive, raising concerns about how they may affect children's development, learning, and access to services.

To provide a context for the recommendations that follow, we outline some of these issues.

1. The contexts and needs of children, families, programs, and early childhood staff have changed significantly.

A snapshot taken today of the children and families served by our country's early childhood programs would look very different from one taken in 1990. Many more children would appear in the picture, as ever-higher proportions of children attend child care, Head Start, preschool, family child care, and other programs (Lombardi 2003; NIEER 2003). In more and more families, both parents work, further increasing the demand for child care, especially for infants and toddlers (Paulsell et al. 2002; Lombardi 2003). These changes in families' needs have influenced staffing patterns, hours of care, and other characteristics of programs for children before school entry, while also affecting the experiences children bring with them to kindergarten, first grade, and beyond.

The diversity of the U.S. population continues to expand, creating a far more multiethnic, multiracial, multireligious, and multicultural context for early childhood education. By the year 2030, 40 percent of all school-age children will have a home language other than English (Thomas & Collier 1997). Early childhood programs now include large numbers of immigrant children and children born to new immigrant parents, young children whose home language is not English, children living in poverty, and children with disabilities (Brennan et al. 2001; DHHS 2002; Rosenzweig, Brennan, & Ogilvie 2002; Annie E. Casey Foundation 2003; Hodgkinson 2003; U.S. Census Bureau 2003). These demographic trends have implications for decisions about curriculum, assessment practices, and evaluations of the effectiveness of early childhood programs.

Over the past decade, programs serving young children and families have also changed. Full-day and full-year child care and Head Start programs have expanded. Early Head Start did not exist in 1990, and few states offered prekindergarten programs either on a universal or targeted basis. In contrast, Early Head Start in 2003 served approximately 62,000 low-income children from birth through age three (3 percent of the eligible children) and their families (ACF 2003), and 42 states and the District of Columbia had invested in prekindergarten programs based in or linked with public schools (Mitchell 2001), although most served relatively small numbers of children identified as living in poverty and at risk of school failure. Full-day kindergarten is now common in many school districts; in 2002, 25 states and the District of Columbia funded full-day kindergarten, at least in districts that chose to offer these services (Quality Counts 2002). Head Start programs increasingly collaborate with other early education programs, including state-funded prekindergarten programs, community-based child care providers, and local elementary schools (Head Start Program Performance Standards 1996; Lombardi 2003). Any new recommendations with respect to early childhood curriculum, child assessment, and program evaluation must take this expanded scope into account and must recognize the difficulties of coordinating and evaluating such a diverse array of programs.

National reports and government mandates have raised expectations for the formal education and training of early childhood teachers, especially in Head Start and in state-funded prekindergarten programs (National Research Council 2001; ASPE 2003). Teachers today are expected to implement more effective and challenging curriculum in language, literacy, mathematics, and other areas and to use more complex assessments of children's progress (National Research Council 2001). Both preschool teachers and teachers in kindergarten and the primary grades are expected to introduce academic content and skills to ever-younger children. These expectations, and the expanding number of early childhood programs, make the field's staffing crisis even more urgent, since the increased expectations have not been matched by increased incentives and opportunities for professional development.

The early childhood field lacks adequate numbers of qualified and sufficiently trained staff to implement appropriate, effective curriculum and assessment. Turnover continues to exceed 30 percent annually (Whitebook et al. 2001; Lombardi 2003), and compensation for early childhood educators continues to be inadequate and inequitable (Laverty et al. 2001). The staff turnover rate is greatly affected by a number of program characteristics, including the adequacy of compensation. All early childhood settings—including public-school-based programs—are experiencing critical shortages and turnover of qualified teachers, especially in areas that serve children who are at the highest risk for negative outcomes and who most need outstanding teachers (Keller 2003; Quality Counts 2003).

2. Evidence has accumulated about the value of high-quality, well-planned curriculum and child assessment.

In recent years, national reports and national organizations' position statements have sounded a consistent theme: Although children's fundamental needs are the same as ever, children, including the youngest children, are capable of learning more—and more complex—language, concepts, and skills than had been previously thought (National Research Council 2000; National Research Council & Institute of Medicine 2000; National Research Council 2001; Committee for Economic Development 2002).

We now have a better understanding of the early foundations of knowledge in areas such as literacy, mathematics, visual and performing arts, and science. In each of these areas, new research (for example, NAEYC & IRA 1998; National Research Council 1998; NAEYC & NCTM 2002) has begun to describe the sequences in which children become more knowledgeable and competent. This research is increasingly useful in designing and implementing early childhood curriculum. Well-planned, evidence-based curriculum, implemented by qualified teachers who promote learning in appropriate ways, can contribute significantly to positive outcomes for all children. Yet research on the effectiveness of specific curricula for early childhood remains limited, especially with respect to curriculum effects on specific domains of development and learning and curriculum to support young children whose home language is not English and children with disabilities.

3. State and federal policies have created a new focus on early childhood standards, curriculum, child assessment, and evaluation of early childhood programs.

Today, every state has K–12 standards specifying what children are expected to know and be able to do in various subject matter and/or developmental areas (Align to Achieve 2003). Head Start now has a Child Outcomes Framework (Head Start Bureau 2001), and a recent survey (Scott-Little, Kagan, & Frelow 2003) found that 39 states had or were developing standards for children below kindergarten age. As in the K–12 standards movement, states are beginning to link curriculum frameworks to early childhood standards (Scott-Little, Kagan, & Frelow 2003). Especially in the arena of literacy, both federal and state expectations emphasize the need for "scientifically based research" to guide curriculum adoption and evaluations of curriculum effectiveness.

The trend toward systematic use of child assessments and program evaluations has also led to higher stakes being attached to these assessments—in prekindergarten and Head Start programs as well as in kindergarten and the primary grades, where state accountability systems often dominate instruction and assessment. State investments in pre-K programs often come with clear accountability expectations. At every level of education, in an increasingly high-stakes climate, programs unable to demonstrate effectiveness in improving readiness or creating positive child outcomes may be at risk of losing support.

4. Attention to early childhood education has sometimes led to misuses of curriculum, assessment, and program evaluation.

Good intentions can backfire (Meisels 1992). In response to expectations that all programs should have a formal or explicit curriculum, programs sometimes adopt curricula that are of poor quality; align poorly with children's age, culture, home language (Tabors 1997; Fillmore & Snow 2000), and other characteristics; or focus on unimportant, intellectually shallow content (National Research Council 2001; Espinosa 2002). In other cases, a curriculum may be well designed but may be implemented with teaching practices ill suited to young children's characteristics and capacities (Bredekamp & Copple 1997). And few programs, districts, or states that adopt a particular curriculum track to see whether that curriculum is being implemented as intended and with good early childhood pedagogy.

Assessment practices in many preschools, kindergartens, and primary grade programs have become mismatched to children's cultures or languages, ages, or developmental capacities. In an increasingly diverse society, interpretations of assessment results may fail to take into account the unique cultural aspects of children's learning and relationships. As with curriculum, assessment instruments often focus on a limited range of skills, causing teachers to narrow their curriculum and teaching practices (that is, to "teach to the test"), especially when the stakes are high. An unintended result is often the loss of dedicated time for instruction in the arts or other areas in which high-stakes tests are not given.

In the press for results and accountability, basic tenets of appropriate assessment, as expressed by national professional organizations (for example, NASP 2002; AERA 2000; AERA, APA, & NCME 1999), are often violated. Assessments or screening tools may fail to meet adequate technical standards (Glascoe & Shapiro

2002), or assessments designed for one purpose (such as to guide teaching strategies) may be used for entirely different and incompatible purposes (NAEYC & NAECS/SDE 2002; Scott-Little, Kagan, & Clifford 2003). An example is the use of screening results to evaluate program effectiveness or to exclude children from services.

Summary

In the years since the publication of NAEYC's and NAECS/SDE's original position statement on early childhood curriculum and assessment (1990), much more has become known about the power of high-quality curriculum, effective assessment practices, and ongoing program evaluation to support better outcomes for young children. Yet the infrastructure of the early childhood education system, within and outside the public schools, has not allowed this knowledge to be fully used—resulting in curriculum, assessment systems, and program evaluation procedures that are not of consistently high quality. An overarching concern is that these elements of high-quality early education—curriculum, child assessment, and program evaluation—are often addressed in disconnected and piecemeal fashion.

The promise of a truly integrated, effective system of early childhood curriculum, assessment, and program evaluation is great. Although much is not yet known, greater research knowledge exists than ever before, and policy makers are convinced that early education is the key to later success, especially for our most vulnerable children. Despite disagreements about how best to use this key, early childhood educators today have unprecedented opportunities.

In taking advantage of these opportunities, clear principles and values are essential guides. Before turning to specific recommendations, the next section of this document proposes nine such principles.

Guiding Principles and Values

- ***Belief in civic and democratic values***

The values of a democratic society guide the position statement's recommendations. Respect for others; equality, fairness, and justice; the ability to think critically and creatively; and community involvement are valued outcomes in early childhood programs. Decisions that affect young children, families, and programs involve stakeholders in democratic, respectful ways.

- ***Commitment to ethical behavior on behalf of children***

NAEYC's Code of Ethical Conduct (NAEYC 1998) emphasizes that decisions about curriculum, assessment, and program evaluation must "first, do no harm"—never denying children access to services to which they are entitled and always creating opportunities for children, families, and programs to experience beneficial results.

- ***Use of important goals as guides to action***

Clear, well-articulated goals that are developmentally and educationally significant—including early learning standards and program standards—direct the design and implementation of curriculum, assessment, and evaluation. These goals are public and are understood by all those who have a stake in the curriculum/assessment/evaluation design and implementation.

- ***Coordinated systems***

The desired outcomes and content of the curriculum, the ways in which children's progress is assessed, and the evaluation of program effectiveness are coordinated and connected in a positive, continuous way.

- ***Support for children as individuals and as members of families, cultures, and communities***

Curriculum, assessment, and program evaluation support children's diversity, which includes not only children's ages, individual learning styles, and temperaments but also their culture, racial identity, language, and the values of their families and communities.

- ***Respect for children's abilities and differences***

All children—whatever their abilities or disabilities—are respected and included in systems of early education. Curriculum, assessment, and program evaluation promote the development and learning of children with and without disabilities.

- ***Partnerships with families***

At all ages, but especially in the years from birth through age eight, children benefit from close partnerships and ongoing communication between their families and their educational programs.

- ***Respect for evidence***

An effective system of curriculum, assessment, and program evaluation rests on a strong foundation of evidence. "Evidence" includes empirical research and well-documented professional deliberation and consensus, with differing weights given to differing types of evidence.

- ***Shared accountability***

NAEYC and NAECS/SDE believe that professionals are indeed accountable to the children, families, and communities they serve. Although many aspects of children's lives are outside the influence of early

childhood programs, staff and administrators—as well as policy makers—must hold themselves accountable for providing all children with opportunities to reach essential developmental and educational goals.

Recommendations

This section presents recommendations for each of three critical elements of an effective system: curriculum, child assessment, and program evaluation. Each recommendation is followed by a rationale or justification. Next are listed indicators of effectiveness—what someone would be likely to see if the recommendation were well implemented. Because the position statement addresses the full birth–eight age range, appropriate distinctions are made wherever possible about how the recommendation or related indicators would be implemented with infants and toddlers, preschoolers, and kindergarten-primary children. A set of frequently asked questions is presented for each recommendation, and developmental charts provide examples that further elaborate these points.

Curriculum

Key Recommendation

Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Rationale

Curriculum is more than a collection of enjoyable activities. *Curriculum* is a complex idea containing multiple components, such as goals, content, pedagogy, or instructional practices. Curriculum is influenced by many factors, including society's values, content standards, accountability systems, research findings, community expectations, culture and language, and individual children's characteristics.

Definitions and issues about the sources and purposes of curriculum have been debated for many years (Hyson 1996; Dahlberg, Moss, & Pence 1999; Marshall, Schubert, & Sears 2000; Goffin & Wilson 2001; Eisner 2002). Whatever the definition, good, well-implemented early childhood curriculum provides developmentally appropriate support and cognitive challenges and, therefore, is likely to lead to positive outcomes (Frede 1998). A recurring theme in recent research syntheses has been that curriculum in programs for infants through the primary grades must be comprehensive, including attention to social and emotional competence and positive attitudes or approaches to learning (Peth-Pierce 2001; Raver 2002). Another emphasis is on the implementation of curricula providing cultural and linguistic continuity for young children and their families.

The position statement reflects the view that "curriculum that is goal oriented and incorporates concepts and skills based on current research fosters children's learning and development" (Commission on NAEYC Early Childhood Program Standards and Accreditation Criteria 2003). But what should children *learn* through this curriculum? The answer is influenced by children's ages and contexts. For example, for babies and toddlers, the curriculum's heart is relationships and informal, language-rich, sensory interactions. For second graders, relationships continue to be important as a foundation for building competencies such as reading fluency and comprehension. And for young children of all ages, the curriculum needs to build on and respond to their home languages and cultures.

Researchers have found that young children with and without disabilities benefit more from the curriculum when they are engaged or involved (Raspa, McWilliam, & Ridley 2001; NCES 2002). Particularly for younger children, firsthand learning—through physical, mental, and social activity—is key. At every age from birth through age eight (and beyond), play can stimulate children's engagement, motivation, and lasting learning (Bodrova & Leong 2003). Learning is facilitated when children can "choose from a variety of activities, decide what type of products they want to create, and engage in important conversations with friends" (Espinosa 2002, 5).

Widespread agreement exists that curriculum—including early childhood curriculum—should be based on evidence and evaluated for its effectiveness (National Research Council 2001). However, claims that specific curricula are *research based*—that is, evidence exists that these curricula are effective—are often not supported. A program can select a specific "research-based curriculum" for use with its enrolled children—confident that it is the right choice, when in reality the curriculum was shown to be effective with children who are older or younger, or who differ in culture or language, from the children for whom the curriculum is now being adopted. Other programs or school districts may adopt a curriculum for one specific area, such as reading or mathematics, with little regard for how that

curriculum aligns with, or is conceptually consistent with, other aspects of the program. The National Research Council (2001) warns that such a piecemeal approach can result in a disconnected conglomeration of activities and teaching methods, lacking focus, coherence, or comprehensiveness.

However, a body of longitudinal evidence does describe the long-term effects of some specific curriculum models or approaches—with benefits identified for curricula that emphasize child initiation (Schweinhart & Weikart 1997; Marcon 1999, 2002) and curricula that are planned, coherent, and well implemented (Frede 1998; National Research Council 2001). Evidence is also accumulating about development, learning, and effective early childhood curriculum in specific areas such as language and literacy (Hart & Risley 1995; Whitehurst & Lonigan 1998; Dickinson & Tabors 2001) and mathematics (NAEYC & NCTM 2002). Despite this evidence, there is still much we do not know. The forthcoming results of several federally funded programs of research on early childhood curriculum and other studies may help educators make better-informed decisions when adopting or developing curriculum. The goal is not to identify one "best" curriculum—there is no such thing—but rather to identify what features of a curriculum may be most effective for which outcomes and under which conditions.

Indicators of Effectiveness

• *Children are active and engaged.*

Children from babyhood through primary grades—and beyond—need to be cognitively, physically, socially, and artistically active. In their own ways, children of all ages and abilities can become interested and engaged, develop positive attitudes toward learning, and have their feelings of security, emotional competence, and linkages to family and community supported.

• *Goals are clear and shared by all.*

Curriculum goals are clearly defined, shared, and understood by all stakeholders (for example, program administrators, teachers, and families). The curriculum and related activities and teaching strategies are designed to help achieve these goals in a unified, coherent way.

• *Curriculum is evidence-based.*

The curriculum is based on evidence that is developmentally, culturally, and linguistically relevant for the children who will experience the curriculum. It is organized around principles of child development and learning.

• *Valued content is learned through investigation, play, and focused, intentional teaching.*

Children learn by exploring, thinking about, and inquiring about all sorts of phenomena. These experiences help children investigate "big ideas," those that are important at any age and are connected to later learning. Pedagogy or teaching strategies are tailored to children's ages, developmental capacities, language and culture, and abilities or disabilities.

• *Curriculum builds on prior learning and experiences.*

The content and implementation of the curriculum builds on children's prior individual, age-related, and cultural learning, is inclusive of children with disabilities, and is supportive of background knowledge gained at home and in the community. The curriculum supports children whose home language is not English in building a solid base for later learning.

• *Curriculum is comprehensive.*

The curriculum encompasses critical areas of development, including children's physical well-being and motor development; social and emotional development; approaches to learning; language development; cognition and general knowledge; and subject matter areas such as science, mathematics, language, literacy, social studies, and the arts (more fully and explicitly for older children).

• *Professional standards validate the curriculum's subject-matter content.*

When subject-specific curricula are adopted, they meet the standards of relevant professional organizations (for example, the American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD], the National Association for Music Education [MENC]; the National Council of Teachers of English [NCTE]; the National Council of Teachers of Mathematics [NCTM]; the National Dance Education Organization [NDEO]; the National Science Teachers Association [NSTA]) and are reviewed and implemented so that they fit together coherently.

• *The curriculum is likely to benefit children.*

Research and other evidence indicates that the curriculum, if implemented as intended, will likely have beneficial effects. These benefits include a wide range of outcomes. When evidence is not yet available, plans are developed to obtain this evidence.

Early Childhood CURRICULUM: Frequently asked questions

1. What are curriculum goals?

The goals of a curriculum state the essential desired outcomes for children. When adopting a curriculum, it is important to analyze whether its goals are consistent with other goals of the early childhood program or with state or other early learning standards, and with program standards. Curriculum goals should support and be consistent with expectations for young children's development and learning.

2. What is the connection between curriculum and activities for children?

Whether for toddlers or second graders, a good curriculum is more than a collection of activities. The goals and framework of the curriculum do suggest a coherent set of activities and teaching practices linked to standards or expectations—although not in a simple fashion: Good activities support multiple goals. Together and over time, these activities and practices will be likely to help all children develop and learn the curriculum content. Standards and curriculum can give greater focus to activities, helping staff decide how these activities may fit together to benefit children's growth. Appropriate curriculum also promotes a balance between planned experiences—based on helping children progress toward meeting defined goals—and experiences that emerge as outgrowths of children's interests or from unexpected happenings (for example, a new building is being built in the neighborhood). While these experiences are not planned, they are incorporated into the program in ways that comply with standards and curriculum goals.

3. What are the most important things to consider in making a decision about adopting or developing a curriculum?

It is important to consider whether the curriculum (as it is or as it might be adapted) fits well with (a) broader goals, standards, and program values (assuming that those have been thoughtfully developed), (b) what research suggests are the significant predictors of positive development and learning, (c) the sociocultural, linguistic, and individual characteristics of the children for whom the curriculum is intended, and (d) the values and wishes of the families and community served by the program. While sometimes it seems that a program's decision to develop its own curriculum would ensure the right fit, caution is needed regarding a program's ability to align its curriculum with the features of a high-quality curriculum (that is, to address the recommendation and indicators of effectiveness of the position statement). Considerable expertise is needed to develop an effective curriculum—one that incorporates important outcomes and significant content and conforms with research on early development and learning and other indicators noted in the position statement—and not merely a collection of activities or lesson plans (see also FAQ #7 in this section).

4. What should be the connection between curriculum for younger children and curriculum they will encounter as they get older?

Early childhood curriculum is much more than a scaled-back version of curriculum for older children. As emphasized in Early Learning Standards (NAEYC & NAECS/SDE 2002), earlier versions of a skill may look very different from later versions. For example, one might think that knowing the names of two U.S. states at age four in preschool is an important predictor of knowing all 50 states in fourth grade. However, knowing two state names is a less important predictor than gaining fundamental spatial and geographic concepts. Resources, including those listed at the end of this document, can help teachers and administrators become more aware of the curriculum in later years. With this knowledge, they can think and collaborate about ways for earlier and later learning to connect. Communication about these connections can also support children and parents as they negotiate the difficult transitions from birth–three to preschool programs and then to kindergarten and the primary grades.

5. Is there such a thing as curriculum for babies and toddlers?

Indeed there is, but as the developmental chart about curriculum suggests, curriculum for babies and toddlers looks very different from curriculum for preschoolers or

(continued on page 9)

first-grade children. High-quality infant/toddler programs have clear goals, and they base their curriculum on knowledge of very early development. Thus a curriculum for children in the first years of life is focused on relationships, communicative competencies, and exploration of the physical world, each of which is embedded in daily routines and experiences. High-quality infant/toddler curriculum intentionally develops language, focusing on and building on the home language; promotes security and social competence; and encourages understanding of essential concepts about the world. This lays the foundation for mathematics, science, social studies, literacy, and creative expression without emphasizing disconnected learning experiences or formal lessons (Lally et al. 1995; Lally 2000; Semlak 2000).

6. When should the early childhood curriculum begin to emphasize academics?

There is no clear dividing line between "academics" and other parts of a high-quality curriculum for young children (Hyson 2003a). Children are learning academics from the time they are born. Even infants and toddlers are beginning—through play, relationships, and informal opportunities—to develop the basis of later knowledge in areas such as mathematics, visual and performing arts, social studies, science, and other areas of learning. As children transition into K–3 education, however, it is appropriate for the curriculum to pay focused attention to these and other subject matter areas, while still emphasizing physical, social, emotional, cognitive, and language development, connections across domains, and active involvement in learning.

7. Should programs use published curricula, or is it better for teachers to develop their own curriculum?

The quality of the curriculum—including its appropriateness for the children who will be experiencing it—should be the important question. If a published, commercially available curriculum—either a curriculum for one area such as literacy or mathematics or a comprehensive curriculum—is consistent with the position statement's recommendations and the program's goals and values, appears well suited to the children and families served by the program, and can be implemented effectively by staff, then it may be worth considering, especially as a support for inexperienced teachers. To make a well-informed choice, staff (and other stakeholders) need to identify their program's mission and values, consider the research and other evidence about high-quality programs and curricula, and select a curriculum based on these understandings. Some programs may determine that in their situation the best curriculum would be one developed specifically for that program and the children and families it serves. In that case—if staff have the interest, expertise, and resources to develop a curriculum that includes clearly defined goals, a system for ensuring that these goals are shared by stakeholders, a system for determining the beneficial effects of the curriculum, and other indicators of effectiveness—then the program may conclude that it should take that route.

8. Is it all right to use one curriculum for mathematics, another for science, another for language and literacy, another for social skills, and still another for music?

If curricula are adopted or developed for distinct subject matter areas such as literature or mathematics, coherence and consistency are especially important. Are the goals and underlying philosophy of each curriculum consistent? What will it feel like for a child in the program? Will staff need to behave differently as they implement each curriculum? What professional development will staff need to make these judgments?

9. What's needed to implement a curriculum effectively?

Extended professional development, often with coaching or mentoring, is a key to effective curriculum implementation (National Research Council 2001). Well-qualified teachers who understand and support the curriculum goals and methods are more likely to implement curriculum effectively. So-called scripted or teacher-proof curricula tend to be narrow, conceptually weak, or intellectually shallow. Another key to success is assessment. Ongoing assessment of children's progress in relation to the curriculum goals gives staff a sense of how their approach may need to be altered for the whole group or for individual children.

Assessment of Young Children

Key Recommendation

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

Rationale

Assessment components and purposes. Often people think of assessment as formal testing only, but assessment has many components and many purposes. Assessment methods include observation, documentation of children's work, checklists and rating scales, and portfolios, as well as norm-referenced tests. Consensus has developed around the four primary and distinctive purposes of early childhood assessment, best articulated in the work of the National Education Goals Panel (Shepard, Kagan, & Wurtz 1998). Issues concerning two of these purposes are the focus of this section of the position statement: (1) assessment to support learning and instruction and (2) assessment to identify children who may need additional services (Kagan, Scott-Little, & Clifford 2003). Two other purposes—assessment for program evaluation and monitoring trends and assessment for high-stakes accountability—will be discussed in the next recommendation, on Program Evaluation and Accountability.

High-quality programs are "informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop" (Commission on NAEYC Early Childhood Program Standards and Accreditation Criteria 2003, np). For young bilingual children, instructionally embedded assessments using observational methods and samples of children's performance can provide a much fuller and more accurate picture of children's abilities than other methods. Individually, culturally, and linguistically appropriate assessment of all children's strengths, developmental status, progress, and needs provides essential information to early childhood professionals as they attempt to promote children's development and learning (Meisels & Atkins-Burnett 2000; Stiggins 2001, 2002; McAfee & Leong 2002; Jones 2003).

When assessment is directed toward a narrow set of skills, programs may ignore the very competencies that have been shown to build a strong foundation for success in areas including but not limited to academics (National Research Council & Institute of Medicine 2000; Raver 2002). Furthermore, poor quality or poorly administered assessments, or assessments that are culturally inappropriate, may obscure children's true intellectual capacities. Many factors—anxiety, hunger, inability to understand the language of the instructions, culturally learned hesitation in initiating conversation with adults, and so on—may influence a child's *performance,* creating a gap between that performance and the child's actual ability, and causing staff to draw inaccurate conclusions that can limit the child's future opportunities.

Screening considerations. Research demonstrates that early identification and intervention for children with or at risk for disabilities can significantly affect outcomes (Shonkoff & Meisels 2000). Thus, early childhood programs play an important part in helping to identify concerns. Brief screening measures have been shown to be helpful in selecting children who may need further evaluation (Meisels & Fenichel 1996), but only if the screening tools meet high technical standards and if they are linked to access to further professional assessment.

Considerations in using individual norm-referenced tests. In general, assessment specialists have urged great caution in the use and interpretation of standardized tests of young children's learning, especially in the absence of complementary evidence and when the stakes are potentially high (National Research Council 1999; Jones 2003; Scott-Little, Kagan, & Clifford 2003). All assessment activities should be guided by ethical principles (NAEYC 1998) and professional standards of quality (AERA, APA, & NCME 1999). The issues are most pressing when individual norm-referenced tests are being considered as part of an assessment system. In those cases, the standards set forth in the joint statement of the American Educational Research Association, the American Psychological Association, and the National Center for Measurement in Education (AERA, APA, & NCME 1999) provide essential technical guidance. The "Program Evaluation and Accountability" section of this revised position statement discusses these issues in more detail.

Improving teachers' and families' assessment literacy. Teacher expertise is critical to successful assessment systems, yet such expertise is often lacking (Horton & Bowman 2002; Hyson 2003b; Scott-Little, Kagan, & Clifford 2003). Assessment literacy has been identified as a major gap in the preservice and inservice preparation of teachers (Stiggins 1999, 2002; Barnett 2003). Families are frequently given too little information about the purposes and interpretation of assessments of their children's development and learning (Popham 1999, 2000; Horton & Bowman 2002; Lynch & Hanson 2004).

Indicators of Effectiveness

• *Ethical principles guide assessment practices.*

Ethical principles underlie all assessment practices. Young children are not denied opportunities or services, and decisions are not made about children on the basis of a single assessment.

• *Assessment instruments are used for their intended purposes.*

Assessments are used in ways consistent with the purposes for which they were designed. If the assessments will be used for additional purposes, they are validated for those purposes.

• *Assessments are appropriate for ages and other characteristics of children being assessed.*

Assessments are designed for and validated for use with children whose ages, cultures, home languages, socioeconomic status, abilities and disabilities, and other characteristics are similar to those of the children with whom the assessments will be used.

• *Assessment instruments are in compliance with professional criteria for quality.*

Assessments are valid and reliable. Accepted professional standards of quality are the basis for selection, use, and interpretation of assessment instruments, including screening tools. NAEYC and NAECS/SDE support and adhere to the measurement standards set forth by the American Educational Research Association, the American Psychological Association, and the National Center for Measurement in Education (AERA, APA, & NCME 1999). When individual norm-referenced tests are used, they meet these guidelines.

• *What is assessed is developmentally and educationally significant.*

The objects of assessment include a comprehensive, developmentally, and educationally important set of goals, rather than a narrow set of skills. Assessments are aligned with early learning standards, with program goals, and with specific emphases in the curriculum.

• *Assessment evidence is used to understand and improve learning.*

Assessments lead to improved knowledge about children. This knowledge is translated into improved curriculum implementation and teaching practices. Assessment helps early childhood professionals understand the learning of a specific child or group of children; enhance overall knowledge of child development; improve educational programs for young children while supporting continuity across grades and settings; and access resources and supports for children with specific needs.

• *Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.*

To influence teaching strategies or to identify children in need of further evaluation, the evidence used to assess young children's characteristics and progress is derived from real-world classroom or family contexts that are consistent with children's culture, language, and experiences.

• *Assessments use multiple sources of evidence gathered over time.*

The assessment system emphasizes repeated, systematic observation, documentation, and other forms of criterion- or performance-oriented assessment using broad, varied, and complementary methods with accomodations for children with disabilities.

• *Screening is always linked to follow-up.*

When a screening or other assessment identifies concerns, appropriate follow-up, referral, or other intervention is used. Diagnosis or labeling is never the result of a brief screening or one-time assessment.

• *Use of individually administered, norm-referenced tests is limited.*

The use of formal standardized testing and norm-referenced assessments of young children is limited to situations in which such measures are appropriate and potentially beneficial, such as identifying potential disabilities. (See also the indicator concerning the use of individual norm-referenced tests as part of program evaluation and accountability.)

• *Staff and families are knowledgeable about assessment.*

Staff are given resources that support their knowledge and skills about early childhood assessment and their ability to assess children in culturally and linguistically appropriate ways. Preservice and inservice training builds teachers' and administrators' "assessment literacy," creating a community that sees assessment as a tool to improve outcomes for children. Families are part of this community, with regular communication, partnership, and involvement.

Child ASSESSMENT: Frequently asked questions

1. What is the connection between curriculum and assessment?

Curriculum and assessment are closely tied. Classroom- or home-based assessment tells teachers what children are like and allows them to modify curriculum and teaching practices to best meet the children's needs. Curriculum also influences what is assessed and how; for example, a curriculum that emphasizes the development of self-regulation should be accompanied by assessments of the children's ability to regulate their attention, manage strong emotions, and work productively without a great deal of external control.

2. What should teachers be assessing in their classrooms? When and why?

The answers to these questions depend, again, on the program's goals and on the curriculum being used. But all teachers need certain information in order to understand children's individual, cultural, linguistic, and developmental characteristics and to begin to recognize and respond to any special needs or concerns. The most important thing is to work with other staff and administrators to develop a systematic plan for assessment over time, using authentic measures (those that reflect children's real-world activities and challenges) and focusing on outcomes that have been identified as important. The primary goal in every case is to make the program (curriculum, teaching practices, and so on) as effective as possible so that every child benefits.

3. How is assessment different for children of varying ages, cultures, languages, and abilities?

The younger the child, the more difficult it is to use assessment methods that rely on verbal ability, on focused attention and cooperation, or on paper-and-pencil methods. The selection of assessments should include careful attention to the ages for which the assessment was developed. Even with older children (kindergarten–primary age), the results of single assessments are often unreliable for individuals, since children may not understand the importance of "doing their best" or may be greatly influenced by fatigue, temporary poor health, or other distractions. Furthermore, in some cultures competition and individual accomplishment are discouraged, making it difficult to validly assess young children's skills. For young children whose home language is not English, assessments conducted in English produce invalid, misleading results. Finally, children with disabilities benefit from in-depth and ongoing assessment, including play-based assessment, to ensure that their individual needs are being met. When children with disabilities participate in assessments used for typically developing classmates, the assessments need adaptation in order for all children to demonstrate their competence (Meisels & Atkins-Burnett 2000; Sandall, McLean, & Smith 2000; McLean, Bailey, & Wolery 2004).

4. How should specific assessment tools or measures be selected? Is it better to develop one's own assessments or to purchase them?

Thorough discussion of early learning standards, program goals and standards, and the curriculum that the program is using will guide selection of specific assessment measures. In a number of cases, curriculum models are already linked to related assessments. It is important to think systemically so that assessments address all important areas of development and learning. This may seem overwhelming, but the same assessment tool or strategy often gives helpful information about multiple aspects of children's development. Other important considerations are whether a particular assessment tool or system will create undue burdens on staff or whether it will actually contribute to their teaching effectiveness. Issues of technical adequacy are also important to examine, especially for assessments used for accountability purposes. Special attention should be given to whether an assessment was developed for and tested with children from similar backgrounds, languages, and cultures as those for whom the assessment will be used. When selecting assessments for children whose home language is not English, additional questions arise; for example, are the assessment instruments available in the primary languages of the children who are to be assessed? Given these challenges, it seems tempting to develop an assessment tailored to the unique context of a particular program. However, beyond informal documentation, the difficulty of designing good assessments multiplies. Those who plan to develop their own assessment tools

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Child ASSESSMENT: FAQ (cont'd)

need to be fully aware of the challenges of standardizing and validating these assessments.

5. What is screening and how should it be used?

Screening is a quickly administered assessment used to identify children who may benefit from more in-depth assessment. Although screening tools are brief and appear simple, they must meet strict technical standards for test construction and be culturally and linguistically relevant. Only staff with sufficient training should conduct screening; families should be involved as important sources of information about the child; and, when needed, there should always be referrals to further specialized assessment and intervention. Screening is only a first step. Screening may be used to identify children who should be observed further for a possible delay or problem. However, screening should not be used to diagnose children as having special needs, to prevent children from entering a program, or to assign children to a specific intervention solely on the basis of the screening results. Additionally, screening results should not be used as indicators of program effectiveness.

6. What kind of training do teachers and other staff need to conduct assessments well?

Professional development is key to effective child assessment. Positive attitudes about assessment and "assessment literacy" (knowledge of assessment principles, issues, and tools) are developed through collaboration and teamwork, in which all members of an early childhood program come to agree on desired goals, methods, and processes for assessing children's progress. In addition, preservice programs in two- and four-year higher education institutions should provide students with research-based information and opportunities to learn and practice observation, documentation, and other forms of classroom-level assessment (Hyson 2003b). Understanding the purposes and limitations of early childhood norm-referenced tests, including their use with children with disabilities, is also part of assessment literacy, even for those not trained to administer such tests.

7. How should families be involved in assessment?

Ethically, families have a right to be informed about the assessment of their children. Families' own perspectives about their child are an important resource for staff. Additionally, families of young children with disabilities have a legal right to be involved in assessment decisions (IDEA 1997). Early childhood program staff and administrators share the results of assessments—whether informal observations or more formal test results—with families in ways that are clear, respectful, culturally responsive, constructive, and use the language that families are most comfortable with.

Program Evaluation and Accountability

Key Recommendation

Regularly evaluate early childhood programs in light of program goals, using varied, appropriate, conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.

Rationale

With increased public investments in early childhood education come expectations that programs should be accountable for producing positive results (Scott-Little, Kagan, & Clifford 2003). The results of carefully designed program evaluations can influence better education for young children and can identify social problems that require public policy responses if children are to benefit. Program evaluations vary in scope from a relatively informal, ongoing evaluation that a child care center might conduct to improve its services, to large scale studies of the impact of statewide prekindergarten initiatives (Gilliam & Zigler 2000; Schweinhart 2003), to district and statewide evaluations of children's progress in the early grades of school. As part of this effort, program monitoring is an important tool for judging the quality of implementation and modifying how the program is being implemented.

The higher the stakes for programs and public investments, the more critical and rigorous should be the standards for evaluation design, instrumentation, and analysis, although this is not always the case (Henry 2003; Scott-Little, Kagan, & Clifford 2003). Evaluation specialists (for example, Shepard, Kagan, & Wurtz 1998; Jones 2003) emphasize that the goals of program evaluation are different from the goals of classroom-level assessment intended to improve teaching and learning. These specialists further emphasize that many instruments originally designed for one purpose cannot be validly used for other purposes. When such efforts are undertaken, special attention is needed to issues of sampling and aggregation (Horm-Wingerd, Winter, & Plocfchan 2000; Scott-Little, Kagan, & Clifford 2003).

Of particular importance is the issue of alignment—in this case, alignment of evaluation instruments with the identified goals of the program and with the curriculum or intervention that is being evaluated. Mismatches between program goals and evaluation design and instruments may lead to erroneous conclusions about the effectiveness of particular interventions (Yoshikawa & Zigler 2000; Muenchow 2003).

More and more states are using data about children's outcomes as part of a system to evaluate the effectiveness of prekindergarten and other programs. In this climate, clear guidelines are essential—guidelines about the technical properties of the measures to be used as well as the place of child-level data within a larger system that includes other data sources, such as assessments of classroom quality, parent interviews, or community-level data (Love 2003). Several issues have been discussed extensively: (1) the risk of misusing child outcome data to penalize programs serving the most vulnerable children, especially when no information is available about the gains children have made while in the program (Muenchow 2003); (2) the potential misuse of individually administered, norm-referenced tests with very young children as a substitute for, and as the sole indicator of, program effectiveness (Yoshikawa & Zigler 2000); (3) the risk of using data from assessments designed for English-speaking, European American children to draw conclusions about linguistically and culturally diverse groups of children; and (4) the risk of conducting poor quality evaluations because little investment has been made in training, technical assistance, and data analysis capabilities. Any effective system of program evaluation and accountability must take these issues into consideration.

Indicators of Effectiveness

- *Evaluation is used for continuous improvement.*

Programs undertake regular evaluation, including self-evaluation, to document the extent to which they are achieving desired results, with the goal of engaging in continuous improvement. Evaluations focus on processes and implementation as well as outcomes. Over time, evidence is gathered that program evaluations do influence specific improvements.

- *Goals become guides for evaluation.*

Evaluation designs and measures are guided by goals identified by the program, by families and other stakeholders, and by the developers of a program or curriculum, while also allowing the evaluation to reveal unintended consequences.

- *Comprehensive goals are used.*

The program goals used to guide the evaluation are comprehensive, including goals related to families, teachers and other staff, and community as well as child-oriented goals that address a broad set of developmental and learning outcomes.

- *Evaluations use valid designs.*

Programs are evaluated using scientifically valid designs, guided by a "logic model" that describes ways

in which the program sees its interventions having both medium- and longer-term effects on children and, in some cases, families and communities.

• *Multiple sources of data are available.*

An effective evaluation system should include multiple measures, including program data, child demographic data, information about staff qualifications, administrative practices, classroom quality assessments, implementation data, and other information that provides a context for interpreting the results of child assessments.

• *Sampling is used when assessing individual children as part of large-scale program evaluation.*

When individually administered, norm-referenced tests of children's progress are used as part of program evaluation and accountability, matrix sampling is used (that is, administered only to a systematic sample of children) so as to diminish the burden of testing on children and to reduce the likelihood that data will be inappropriately used to make judgments about individual children.

• *Safeguards are in place if standardized tests are used as part of evaluations.*

When individually administered, norm-referenced tests are used as part of program evaluation, they must be developmentally and culturally appropriate for the particular children in the program, conducted in the language children are most comfortable with, with other accommodations as appropriate, valid in terms of the curriculum, and technically sound (including reliability and validity). Quality checks on data are conducted regularly, and the system includes multiple data sources collected over time.

• *Children's gains over time are emphasized.*

When child assessments are used as part of program evaluation, the primary focus is on children's gains or progress as documented in observations, samples of classroom work, and other assessments over the duration of the program. The focus is not just on children's scores upon exit from the program.

• *Well-trained individuals conduct evaluations.*

Program evaluations, at whatever level or scope, are conducted by well-trained individuals who are able to evaluate programs in fair and unbiased ways. Self-assessment processes used as part of comprehensive program evaluation follow a valid model. Assessor training goes beyond single workshops and includes ongoing quality checks. Data are analyzed systematically and can be quantified or aggregated to provide evidence of the extent to which the program is meeting its goals.

• *Evaluation results are publicly shared.*

Families, policy makers, and other stakeholders have the right to know the results of program evaluations.

PROGRAM EVALUATION and ACCOUNTABILITY: Frequently asked questions

1. What is the purpose of evaluating early childhood programs?

The primary purpose of program evaluation is to improve the quality of education and other services provided to young children and their families.

2. What is accountability?

The term *accountability* refers to the responsibility that programs have to deliver what they have been designed to do and, in most cases, what they have been funded to do. Accountability usually is emphasized when programs such as prekindergartens, public school programs, or Head Start have received local, state, or federal funds. In those cases the public has a legitimate interest in receiving information about the results obtained.

3. What standards of quality should be used in evaluating programs that serve young children?

Attention should be given to the goals that the program itself has identified as important. National organizations (such as NAEYC through its accreditation standards and criteria), state departments of education, and others have developed more general standards of quality. In addition, comprehensive observation instruments and other rating scales are widely used to obtain data on program quality. The advantage of using such measures, or participating in a national accreditation system, is that the program is evaluated against a broad set of criteria that have been developed with expert input.

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PROGRAM EVALUATION and ACCOUNTABILITY: FAQ (cont'd)

4. Is it necessary for all programs serving young children to be evaluated?

Programs differ in size, scope, and sponsorship. For some, regular evaluation is a requirement and condition of continued support. However, all programs serving young children and their families should undergo some kind of regular evaluation in order to engage in continuous self-study, reflection, and improvement. In large-scale state assessments (for example, of state prekindergarten programs), some data may be collected from all programs, while a smaller sample may participate in an intensive scientific evaluation with appropriate comparison groups (Schweinhart 2003).

5. What components should a program evaluation include?

Evaluation should always begin with a review of the program's goals and, where relevant, its mandated scope and mission. In every case the evaluation should address all components of the program as designed and as delivered. In other words, evaluation should include attention to the processes by which services and educational programs are delivered as well as to the outcomes or results. Outcomes, especially child outcomes, cannot be understood without knowing how effectively educational and other services were actually implemented.

6. Who should conduct program evaluations?

This depends on the scope and purpose of the evaluation. In some cases, program staff themselves are able to gather the information needed for review and improvement. However, greater objectivity is obtained when evaluations are conducted by others, often through in-depth interviews or discussions with staff and families. In high-stakes situations, it is not desirable for those who have a direct investment in the outcome of the evaluation to be involved in collecting and analyzing data.

7. What kinds of support are needed to conduct a good evaluation?

Adequate resources are essential, so that program evaluation does not drain resources from the actual delivery of services. Consultation about the design of the evaluation is helpful, as is assistance in gathering and interpreting data. Print and Web-based resources are available to those just getting started in thinking about program evaluation (ACYF 1997; Gilliam & Leiter 2003; McNamara 2003; Stake 2003). Support systems or facilitation projects are available to help programs that are preparing for accreditation or other evaluative reviews.

8. How should data gathered in a program evaluation be analyzed?

Once again, the purpose of the evaluation and the scope of the program and the evaluation itself will influence the answer to this question. Both quantitative and qualitative methods are appropriate and useful, depending on the questions being asked. Returning to the central questions of the evaluation will guide analysis decisions, since the results will help answer those questions.

9. How should information from a program evaluation be used?

As described earlier, program evaluation data are intended to improve program quality. In an open process, results are shared with stakeholders, who may include families, staff, community members, funders, and others. Objective discussion of strengths and needs in light of the program's goals and mission will help guide decisions about changes that would create even higher quality and more effective service delivery.

Data from program monitoring and evaluation, aggregated appropriately and based on reliable measures, should be made available and accessible to the public.

Creating Change through Support for Programs

Implementing the preceding recommendations for curriculum, child assessment, and program evaluation requires a solid foundation of support. Calls for better results and greater accountability from programs for children in preschool, kindergarten, and the primary grades have not been backed up by essential supports. All early childhood programs need greater resources and supportive public policies to allow the position statement's recommendations to have their intended effects.

The overarching need is to create an integrated, well-financed system of early care and education that has the capacity to support learning and development in all children, including children living in poverty, children whose home language is not English, and children with disabilities. Unlike many other countries (OECD 2001), the United States continues to have a fragmented system for educating children from birth through age eight, under multiple auspices, with greatly varying levels of support, and with inadequate communication and collaboration (Lombardi 2003). Several examples illustrate the kinds of supports that are needed.

Teachers as the key. As expectations for professional preparation and for implementing high-quality curriculum and assessment systems rise (National Institute on Early Childhood Development and Education 2000; National Research Council 2001), the early childhood field faces persistent low wages and high turnover (National Research Council 2001; Whitebook et al. 2001; Quality Counts 2002; Lombardi 2003). Yet research continues to underscore the role of formal education and specialized training in producing positive outcomes for children (National Research Council 2001), as well as less tangible teacher qualifications such as curiosity about children, willingness to engage in collaborative inquiry, and skilled communication with culturally and linguistically diverse families and administrators. Finding and keeping these highly qualified professionals, and ensuring a diverse and inclusive work force, will require significant public investment.

Standards for preparing new teachers. NAEYC's standards for early childhood professional preparation (Hyson 2003b) describe the knowledge, skills, and dispositions that higher education programs should develop in those preparing to teach young children. Those standards are fully consistent with and support the position statement's recommendations concerning curriculum and assessment. Expanded professional development resources will help better prepare higher education faculty to develop these competencies, using current, evidence-based information and practices. Strong accreditation systems create incentives for institutions to align their two-year, four-year, and graduate programs with these kinds of national standards.

The value of ongoing professional development. Although not replacing formal education, ongoing professional development is another key to helping staff implement evidence-based, effective curriculum and assessment systems for all children, responding to children's diverse needs, cultures, languages, and life situations. All staff—paraprofessionals as well as teachers and administrators—need access to professional development and to professional time and opportunities for collaboration that enable them to develop, select, implement, and engage in ongoing critique of curriculum and assessment practices that meet young children's learning and developmental needs. Time and resources for collaborative professional development now are often limited, both in public schools and in child care settings.

Research has identified many characteristics of effective staff development (National Research Council 2000; NAESP 2001; NSDC 2001; Education World 2003), yet much "training" still consists of one-time workshops with little follow-up, coaching, or mentoring (National Research Council 2000). The design and delivery of professional development often ignore the diversity of adult learners who vary in prior experience, culture, and education. In addition, little time is available for program staff—teachers, administrators, and others—to meet around critical issues of curriculum and assessment, or to prepare for program evaluations in a thoughtful way (National Research Council 2000). And once program evaluations are completed and results are available, public policies often fail to support needed improvements and expansion of services at the program, district, or state level—especially if the costs of the assessments themselves are absorbing resources needed in cash-strapped states and cities (Muenchow 2003).

Even well-qualified staff need ongoing, job-embedded professional development to help them better understand the curriculum, adapt curriculum to meet the learning needs of culturally and linguistically diverse children and children with disabilities, and design more effective approaches to working with all children. A key issue is creating genuine "learning communities" of

staff, within and across programs, who can support and learn from one another and from the wider professional environment as they implement integrated systems of curriculum and assessment. Resources beyond early education settings (for example, community cultural and civic resources such as arts organizations and libraries) can be tapped to supplement and enrich staff professional development opportunities.

Administrators' needs. Whether they are elementary school principals, child care directors, or Head Start coordinators, administrators hold the key to effective systems of curriculum, assessment, and program evaluation. Administrators are often the primary decision makers in adopting curriculum and assessment systems, arranging for staff development, and planning program evaluations. For administators, intensive and ongoing professional development is essential—often participating in the same training provided to staff to create a shared frame of reference. This professional development needs to address administrators' varied backgrounds, work settings, and needs. For example, some elementary school administrators have not yet had opportunities to gain insights into the learning and developmental characteristics of young children. Others may be well grounded in infant/toddler or preschool education yet have had little opportunity to communicate with and collaborate with other administrators whose programs serve children as they transition from Head Start or child care into public schools.

A shared commitment. As these examples show, many challenges face those who want to provide all young children with high-quality curriculum, assessment, and evaluation of early childhood programs. Public commitment, along with significant investments in a well-financed system of early childhood education and in other components of services for young children and their families, will make it possible to implement these recommendations fully and effectively.

Position Statement Revisions Committee

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Developmental Charts

Although the recommendations in the position statement are applicable to all programs serving children from birth through age eight, some of the specifics may differ. Therefore, the next section contains developmental charts that provide brief but not exhaustive examples of ways in which each recommendation of the position statement would be implemented in programs for infants and toddlers, preschoolers, and kindergarten-primary age children.

The following charts are included:

- Curriculum in Programs for Infants, Toddlers, Preschoolers, Kindergartners, and Primary Grade Children
- Assessment in Programs for Infants, Toddlers, Preschoolers, Kindergartners, and Primary Grade Children
- Program Evaluation and Accountability in Programs for Infants, Toddlers, Preschoolers, Kindergartners, and Primary Grade Children

CURRICULUM in programs for infants, toddlers, preschoolers, kindergartners, and primary grade children

POSITION STATEMENT RECOMMENDATION: Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Curriculum that is thoughtfully planned: Whatever the children's ages, curriculum goals link with important developmental tasks and are comprehensive in scope. Teaching strategies are tailored to children's ages, developmental capacities, language and culture, and abilities or disabilities. A major shift as children move into kindergarten and the primary grades is toward greater focus on subject matter areas, without ignoring their developmental foundations.		
Goals focus on children's development as they learn about themselves and others, as well as ways to communicate, think, and use their muscles. Goals for infants address security, responsive interactions with caregivers, and exploration. Goals for toddlers address independence, need for control, discovery, and beginning social interactions.	Goals focus on children's exploration, inquiry, and expanding vocabularies. Goals address children's physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge. Experiences provide for knowledge and skill learning in literacy, mathematics, science, social studies, and the visual and performing arts.	Goals focus on children's emergent knowledge and skills in all subject matter areas, including language and literacy, mathematics, science, social studies, health, physical education, and the visual and performing arts. Goals continue to address all developmental areas including socioemotional development. and approaches to learning ("habits of mind").
Curriculum that is challenging and engaging: For all ages the curriculum leads children from where they are to new accomplishments while maintaining their interest and active involvement. Content that is engaging for children of different ages changes with development and with new experiences, requiring careful observation and adaptation.		
Children can use their whole bodies and their senses as they manipulate toys and other safe objects and engage in play alone, with a primary caregiver, and at times with or near other infants. Children's enthusiasm for exploring is supported by matching their interests with challenging curricula. For toddlers, curriculum also focuses on their emerging abilities to play with other children.	Curriculum facilitates children's construction of knowledge through their interactions with materials, each other, and adults. Curriculum promotes experiences in which children's thinking moves from the simple to the complex, from the concrete to the abstract. Curriculum provides opportunities for children to initiate activities, as well as for teacher initiation and scaffolding. Curriculum leads to children's recognition of their own achievements.	Curriculum promotes children's developing attitudes as "learners"—using their curiosity, creativity, and initiative. Curriculum provides experiences in which children use oral and written language, mathematical and scientific thinking, and investigatory skills to build a knowledge base across disciplines and expand their skills repertoire. Curriculum leads to children's recognition of their own competence.

The information in this chart is based on the recommendations of the NAEYC-NAECS/SDE Position Statement on Curriculum, Assessment, and Program Evaluation (www.naeyc.org/resources/position_statements/pscape.pdf). The chart provides examples of ways in which the recommendations of the NAEYC-NAECS/SDE Position Statement on Curriculum, Assessment, and Program Evaluation can be implemented in programs for infants/toddlers, preschoolers, and kindergarten/primary age children. The examples can best be understood within the context of the full position statement.

(chart continued on page 20)

CURRICULUM chart (cont'd)

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Curriculum that is developmentally appropriate and culturally and linguistically responsive: Whatever the children's ages, curriculum fits well with their developmental levels, abilities and disabilities, individual characteristics, families and communities, and cultural contexts. Curriculum supports educational equity for children who are learning a second language. Curriculum for younger children makes cultural connections primarily through relationships, daily routines, and "rituals"; older children benefit from more explicit incorporation of culturally relevant materials and from topic-centered as well as integrated learning opportunities.		
Curriculum addresses the wide variations in infants' and toddlers' interests, temperaments, and patterns of growth and development. Curriculum planning and implementation emphasize understanding of and respect for home culture, efforts to incorporate home values and practices, and discussion with families about differences between their expectations and those of the program.	Integration across subject matter areas is high, while some "focusing" is appropriate (e.g., experiences devoted to learning about print and numbers). Curriculum planning and implementation—including the use of "props" for play and other representations—emphasize experiences that reflect the children's cultures and cultural values.	Curriculum focuses on a continuum of learning in topic areas and integration across disciplines. The curriculum also facilitates adaptation of instruction for children who are having difficulty and for those needing increasing challenges. Children learn ways to develop constructive relationships with other people and respect for individual and cultural differences.
Curriculum that is comprehensive: Whatever the children's ages, the curriculum attends to a broad range of developmental and learning outcomes—across domains and subject matter areas and including experiences that promote children's nonviolent behavior and conflict resolution. For older children, the curriculum pays greater attention to specific content areas but without ever ignoring some domains in favor of a narrow set of other outcomes.		
Curriculum incorporates children's relationships with their caregivers and routines (e.g., sleeping, diapering/toileting) as opportunities for learning, as well as through experiences in which children play with objects, their caregivers, and (increasingly) each other. Curriculum provides a context in which teachers use their knowledge about each child to plan opportunities for learning across domains—physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge.	Curriculum facilitates children's learning through individual and small and large group experiences that promote physical well-being and motor development; social and emotional development; approaches to learning; language development, including second-language development; and cognition and general knowledge. Curriculum provides a context in which children learn through meaningful everyday experiences, including play. Within this context, various academic disciplines are addressed—including mathematics, literacy, science, social studies, and the arts.	Curriculum and related instruction are increasingly focused on helping children acquire deeper understanding of information and skills in subject areas (e.g., language and literacy, science, mathematics, social studies, and visual and performing arts) within a comprehensive set of developmental outcomes. Curriculum helps children recognize the connections between and across disciplines and domains. Curriculum-based experiences encompass a variety of active strategies in which individuals or small groups explore, inquire, discover, demonstrate, and solve problems.

(continued on page 21)

CURRICULUM chart (cont'd)

Curriculum that promotes positive outcomes: Whatever the children's ages, the curriculum is selected, adapted, and revised to promote positive outcomes for children. Outcomes include both immediate enjoyment and nurturance and longer-term benefits. Curriculum for younger children pays special attention to those key developmental outcomes shown to be essential to later success—not focusing simply on earlier versions of specific academic skills.

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Curriculum promotes experiences that lead to documented evidence that infants and toddlers are learning about themselves and others, communicating their needs to responsive adults, gaining understandings of basic concepts, and developing motor and coordination skills appropriate for their ages. Outcomes also include evidence that each child is developing a sense of trust, security, and, increasingly, independence.	Curriculum provides experiences that lead to documented evidence that preschoolers are acquiring and applying knowledge and skills in physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge—as well as more specific skills important for later school success. Children demonstrate positive attitudes toward learning and their increasing abilities to represent their experiences in a variety of ways (e.g., through drawing/painting, dictating/writing, and dramatic play).	Curriculum provides experiences that lead to documented evidence that children are acquiring important competencies in literacy, mathematics, science, visual and performing arts, and other subject matter areas—as well as continuing to develop cognitive, physical, and socioemotional competencies. These outcomes are appropriate for children's ages as well as their interests and the communities in which they live. Children demonstrate positive attitudes toward learning and their increasing understanding of key concepts, skills, and tools of inquiry of the subject matter areas; their application of these understandings to various situations; and their understanding of the connections across disciplines.

ASSESSMENT in programs for infants, toddlers, preschoolers, kindergartners, and primary grade children

POSITION STATEMENT RECOMMENDATION: Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: making sound decisions about teaching and learning; identifying significant concerns that may require focused intervention for individual children; and helping programs improve their educational and developmental interventions

Assessment that is developmentally appropriate and culturally and linguistically responsive: Whatever the children's ages, the focus of the assessment is consistent with the program's goals for children. The assessment system incorporates methods that have been validated for use with children whose ages, cultures, home languages, socioeconomic status, abilities and disabilities, and other characteristics are similar to those of the children with whom the assessments will be used. Assessment methods include accommodations for children with disabilities, when appropriate. Assessment of older children relies more on direct measures and formal methods.

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Assessments focus on children's status and progress in their abilities to learn about themselves and others, communicate, think, and use their muscles. Assessment measures ensure teachers' recognition of similar knowledge and skills across differences in cultural representation and incorporate families' home values, languages, experiences, and rituals.	Assessments focus on children's exploration, inquiry across disciplines, and expanding vocabularies. Assessment measures address children's physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge. Measures also ensure teachers' recognition of similar knowledge and skills across differences in cultural representation and incorporate culturally based experiences, including family values and languages.	Assessments continue to address broad dimensions of development yet are increasingly focused on the continuum of learning in topic areas as well as integration across disciplines—language and literacy, mathematics, science, social studies, health, physical education, and visual and performing arts. Teachers involve children in evaluating their own work. Assessment measures ensure teachers' recognition of similar knowledge and skills across differences in cultural representation and incorporate culturally based experiences, including family values and languages.

The information in this chart is based on the recommendations of the NAEYC-NAECS/SDE Position Statement on Curriculum, Assessment, and Program Evaluation (www.naeyc.org/resources/position_statements/pscape.pdf). The chart provides examples of ways in which the recommendations of the NAEYC-NAECS/SDE Position Statement on Curriculum, Assessment, and Program Evaluation can be implemented in programs for infants/toddlers, preschoolers, and kindergarten/primary age children. The examples can best be understood within the context of the full position statement.

(chart continued on page 23)

ASSESSMENT chart (cont'd)

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Assessment that is tied to children's daily activities: Whatever the children's ages, assessment incorporates teachers' observation recordings and other documentation, obtained during regular classroom activities, collected systematically at regular intervals. Whatever the children's ages, teachers observe both what children can do on their own and what they can do with skillful adult prompting and support. For younger children, assessment is primarily incorporated with their play and interactions; for older children, assessment methods may be more clearly defined, separate from other activities, and include some paper-and-pencil methods.		
Assessments include teachers' observation recordings of children's performance during routines and activities, as well as other documentation (e.g., photographs or videotapes of children playing; samples of drawings).	Assessments include teachers' observation recordings of children's performance during classroom experiences, as well as other documentation (e.g., photographs of children's block constructions; samples of easel paintings).	Assessments include teachers' observation recordings of children's performance during instructional activities, as well as other documentation (e.g., children's written records of their knowledge and skill acquisition, samples of work completed).
Assessment that is supported by professional development: For teachers of all children from birth through age eight, professional development incorporates research-based information regarding assessment systems and measures and includes opportunities for teachers to refine their assessment and analysis skills. Professional development needs for teachers of younger and older children change from a more exclusive focus on informal, play-based assessment to include knowledge of formal assessments connected to learning standards.		
Assessments address observation recordings and other play- and interaction-focused measures.	Assessments address observation recordings and other forms of documentation regarding children's play and interactions (e.g., children's writing samples, graphs representing children's experiences with quantities).	Assessments address observation recordings, collections of children's work, and more formal assessment methods (e.g., teachers asking children questions regarding their knowledge of topics, children's performance on problem-solving tasks).
Assessment that is inclusive of families: Families are informed about the assessment of their children (at all ages). Teachers obtain information from parents and share information about children in ways that are clear, respectful, and constructive. With younger children, the information that is shared focuses primarily on health and development. As children become older, families share information that also includes children's progress in academic domains as assessed in more formal and often state-mandated ways.		
Teachers and parents share information periodically about children's engagement in routines (e.g., being fed or eating) and experiences (e.g., playing peekaboo or looking for hidden objects). For infants, parents also receive daily information about children's eating, sleeping, and eliminating.	Teachers and parents share information periodically about children's progress in all domains. Teachers and parents work together to make decisions regarding children's learning goals and approaches to learning.	Teachers and parents share information periodically about children's progress in all domains and disciplines. Assessment measures might include letter or numerical grades; when such grades are used, reports to parents also include narrative comments regarding children's learning across disciplines. Teachers inform parents about the meaning, uses, and limitations of the results of large-scale assessments.

(continued on page 24)

ASSESSMENT chart (cont'd)

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Assessment that is used to make sound decisions about teaching and learning: Whatever the children's ages, assessment information is used to support learning, consistent with the goals of the curriculum. For younger children, information about each child's growth and development is used to make decisions regarding possible changes to the environment, interactions, and experiences. With older children, assessment information is also used for making decisions about each child's current understanding and skills in content areas, what he or she should be ready to learn next, and instructional methods that help the children meet important developmental and learning goals		
Assessment addresses children's abilities to learn about themselves and others, communicate, think, and use their muscles. Teachers adjust their routines and experiences for each child based on assessment of the child's skill acquisition, temperament, interests, and other factors.	Assessment addresses children's physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge. Teachers develop short- and long-range plans for each child and the group based on children's knowledge and skills, interests, and other factors.	The teaching and learning decisions that are made on the basis of assessment results increasingly include a focus on how best to promote acquisition of literacy, mathematics, and other content-specific areas—yet with broader assessment results continuing to have a strong influence on instructional decisions. Teachers use assessment information to determine which teaching approaches are working, as well as adaptations needed for individual children who are having difficulty and for those needing increasing challenges.
Assessment that is used to identify significant concerns that may require focused intervention: Whatever the children's ages, health and developmental screening is used to identify those children who may benefit from more in-depth assessment. Very young children may be screened regularly for potential health problems and developmental delays. For older children, screening and follow-up assessment may lead to identification of disabilities or other specific concerns that were not apparent when children were younger. When disabilities or other problems are diagnosed, appropriate interventions are planned and implemented.		
Assessments focus on health needs and acquisition of normal developmental milestones. Screening may be conducted as part of a child's well-baby or well-child care and/or through participation in Early Head Start or other group programs.	Assessments continue to focus on health needs and possible developmental delays. Screening typically is conducted as children enter Head Start and other preschool programs. Often, staff from these programs receive specific training for conducting the assessments.	Assessments, including vision and hearing screening, typically are conducted for all children entering kindergarten. Formal school-district or state-mandated screening and referral protocols are followed for all children.

(continued on page 25)

ASSESSMENT chart (cont'd)

Assessment that is used to help programs improve their educational and developmental interventions: In all early childhood programs, information is used to help teachers and program administrators maintain an awareness of the effects of program activities on the children and families served. With this awareness, improvements to programs can be made. Assessment information for younger children predominantly addresses physical characteristics and health issues, moving toward more direct measures of older children's knowledge and skills (e.g., paper-and-pencil tests that are discipline specific).

Infants/Toddlers	Preschoolers	Kindergarten/Primary
Assessment data are collected regarding immunizations, well-baby care received, and sensory and perceptual capacities. Analysis of assessment information may lead to changes in primary caregiver responsibilities, styles of interactions, strategies to promote language development, indoor and outdoor environments, and/or other aspects of the program.	Assessment information is gathered regarding physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge. Analysis of assessment information may lead to changes in the daily schedule, curriculum and teaching strategies, styles of interaction, interest area arrangements, outdoor play area resources, and/or other aspects of the program.	Assessment information is gathered primarily through direct measures (across disciplines). Analysis of assessment information may lead to changes in teaching approaches for the whole group, design and implementation of activities for small groups of children, and/or other aspects of the program.

PROGRAM EVALUATION and ACCOUNTABILITY

in programs for infants, toddlers, preschoolers, kindergartners, and primary grade children

POSITION STATEMENT RECOMMENDATION: Regularly evaluate early childhood programs in light of program goals, using varied, appropriate, conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.

Effective program evaluation and accountability: Programs serving children of all ages engage in ongoing evaluation in light of their identified goals and are accountable for producing beneficial results. Although many similarities are found across all high-quality early childhood programs, the specific standards of quality used to evaluate programs (e.g., program standards and early learning standards), issues about the kinds of evidence that are most appropriate, and specific risks inherent in accountability systems vary depending on the ages of the children served. Programs for older children are more likely to be mandated to participate in large-scale evaluations using norm-referenced assessments; in those cases, multiple safeguards should be in place, ensuring that the tests are developmentally appropriate, conducted in the language children are most comfortable with, and employ other accommodations as appropriate. Aggregated, not individual, data should be used as part of an accountability system, and gain scores should be emphasized rather than "snapshots" of scores upon exit from a program.

Infants/Toddlers

Program evaluation and accountability uses standards of quality (program and early learning standards) that are specific to infants and toddlers and address the developmental domains (physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge), as well as those that are relevant to all programs.

In evaluating program effectiveness, great importance is placed on family-related goals and outcomes because of their critical developmental significance for infants and toddlers.

Use of children's gain scores as part of an accountability system, while preferable over other types of comparisons, still warrant caution because of the wide variability and unevenness of early development.

Preschoolers

Program evaluation and accountability attends to a comprehensive range of developmental and learning outcomes, both in identifying program goals and in evaluating effectiveness.

As preschool programs increasingly become part of state accountability systems, outcomes should not be limited to academic disciplines but should include developmental domains—physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge—as well as address adherence with applicable program standards.

Given the difficulty of using formal standardized assessments with preschool children, alternate methods and sampling procedures should be emphasized.

Kindergarten/Primary

Program evaluation and accountability in programs serving kindergarten and primary-age children is typically conducted within a system of federal, state, and district expectations.

Although more capable of participating in some kinds of formal assessments, children six to eight may still fail to show their level of competence under testing conditions, leading to erroneous conclusions about programs as well as individual children.

Accountability systems for children this age run the risk of reinforcing a narrow range of program goals; special attention is needed to maintain a comprehensive, developmentally appropriate system that focuses on program standards as well as learning standards.

Assessment of kindergarten and primary grade children using formal standardized assessments continues to be problematic. Alternate methods of sampling procedures should be emphasized.

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Glossary

This glossary includes brief definitions of some key terms used in the position statement and in this resource. Definitions are based on common usage in the fields of early education, child development, assessment, and program evaluation. Terms with asterisks are adapted from a recent glossary of standards and assessment terms (see below).

Aggregation: A process of grouping distinct information or data (for example, combining information about individual schools or programs into a data set describing an entire school district or state).

Alignment: In this context, coherence and continuity among goals, standards, desired results, curriculum, and assessments, with attention to developmental differences as well as connections across ages and grade levels. Alignment includes attention to developmental differences as well as connections.

***Assessment**: A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about children's characteristics.

Assessment Literacy: Professionals', students', or families' knowledge about the goals, tools, and appropriate uses of assessment.

Child Development: In this early childhood context, development is defined as the social, emotional, physical, and cognitive changes in children stimulated by biological maturation interacting with experience.

Cognition: Includes processes for acquiring information, inquiring, thinking, reasoning, remembering and recalling, representing, planning, problem solving, and other mental activities.

***Criterion or Performance-Oriented Assessment**: Assessment in which the person's performance (that is, score) is interpreted by comparing it with a prespecified standard or specific content and/or skills.

Culturally and Linguistically Responsive: In this instance, development and implementation of early childhood curriculum, assessment, or program evaluation that is attuned to issues of values, identity, worldview, language, and other culture-related variables.

Culture: Includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs.

Data: Factual information, especially information organized for analysis or used to make decisions.

Developmentally Appropriate: NAEYC defines developmentally appropriate practices as those that "result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning...; what is known about the strengths, interests, and needs of each individual child in the group...; and knowledge of the social and cultural contexts in which children live" (Bredekamp & Copple 1997, 8–9).

***Documentation**: The process of keeping track of and preserving children's work as evidence of their progress or of a program's development.

***Early Learning Standards**: Statements that describe expectations for the learning and development of young children.

Implementation: In this context, the process of taking a planned curriculum, assessment system, or evaluation design and "making it happen" in ways that are consistent with the plan and desired results.

Logic Model: A model of how components of a program or service effect changes that move participating children and families toward desired outcomes.

Matrix Sampling: An approach to large-scale assessment in which only part of the total assessment is administered to each child.

***Norm-Referenced:** A standardized testing instrument by which the person's performance is interpreted in relation to the performance of a group of peers who have previously taken the same test—a "norming" group.

Observational Assessment: Assessment based on teachers' systematic recordings and analysis of children's behavior in real-life situations.

Outcomes: In this case, desired results for young children's learning and development across multiple domains.

Pedagogy: A variety of teaching methods or approaches used to help children learn and develop.

Program Evaluation: A systematic process of describing the components and outcomes of an intervention or service.

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* Terms adapted from "The Words We Use: A Glossary of Terms for Early Childhood Education Standards and Assessments," developed by the State Collaborative on Assessment and Student Standards (SCASS). Glossary online: www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2838.cfm.

Program Monitoring: A tool for judging the quality of program implementation and modifying how the program is being implemented. Frequently part of a regulatory process.

***Program Standards**: Widely accepted expectations for the characteristics or quality of early childhood settings in schools, early childhood centers, family education homes, and other education settings.

Referral: In this context, making a recommendation or actual linkage of a child and family with other professionals, for the purpose of more in-depth assessment and planning. Usually follows screening or other preliminary information gathering.

Reliability: The consistency of an assessment tool; important for generalizing about children's learning and development.

Sampling: In this instance, the use of a smaller number of children or programs (often randomly selected) in large-scale assessments in order to statistically estimate the characteristics of a larger population.

***Screening**: The use of a brief procedure or instrument designed to identify, from within a large population of children, those children who may need further assessment to verify developmental and/or health risks.

Significance (goals/content/assessment): "Significant" curriculum goals, content, or objects of assessment are those that have been found to be critically important for children's current and later development and learning. (In other contexts, it refers to *statistical* significance or the likelihood that a research finding was not produced by chance.)

Stakeholders: Those who have a shared interest in a particular activity, program, or decision.

Standardized: An assessment with clearly specified administration and scoring procedures and normative data.

Unintended Consequences: In this context, the results of a particular intervention or assessment that were not intended by the developers and that may have potential—and sometimes negative—impact.

Validity: The extent to which a measure or assessment tool measures what it was designed to measure.

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KDE Professional Development Standards

Kentucky's Definition and Standards for High Quality Professional Development (April 5, 2004)

Professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 – Section 1(2) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

Definition

704 KAR 3:035 – Section 1(2) *"Professional development" means those experiences which systematically, over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students. Section 4(2) Professional development activities shall be related to teachers' instructional assignments and administrators' professional responsibilities. Activities shall support the local school's instructional improvement goals and objectives identified in the professional development plan.*

Kentucky Department of Education Professional Development Standards

Standard 1: Professional Development is aligned with:

- local school and district goals and priorities as reflected in the school or district comprehensive improvement plan or individual professional growth plans;
- Kentucky's Standards and Indicators for School Improvement; and
- Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content. *(e.g., action research, study groups, online learning, collegial professional learning networks, peer collaboration, peer coaching, mentoring, formal and informal peer observations, coaching, instructional demonstrations, collegial feedback, personal reflection, team planning, collaborative-problem solving, analysis of student work, self directed learning).*

- **PD is sustained, intensive, classroom-focused and in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and**
- **PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher and student needs and are an integral part of the school or district comprehensive improvement plan or an individual's professional growth plan.**

Kentucky Department of Education Professional Development Standards

Standard 3: Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.

- **National standards** ***(e.g., content, leadership, teacher, safety, transportation, nutrition, health)***
- Kentucky Learning Goals
- Academic Expectations
- Program of Studies
- Core Content for Assessment
- Performance Standards/ Student Performance Level Descriptions (PLD)
- Kentucky Early Childhood Standards
- Occupational Skills Standards
- Technology Standards
- Character Education
- District/school aligned curriculum

Standard 4: Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student performance *(e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contract matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe physical management).*

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student performance (e.g., *instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).*

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development on practice.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and climate conducive to performance excellence.

Kentucky Department of Education Professional Development Standards
Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs *(e.g., intellectual, social, career, cultural, and developmental).*
Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance *(e.g., planning, time, release time, staff, technology, funding sources)***.**
Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.
Standard 11: Professional development is grounded in the critical attributes of adult pedagogy (*e.g., connections to work, reflective practice, guided practice, feedback, multiple intelligences, learning styles, choice, time for processing and integrating and applying information, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal and active inquiry, investigations, self-reflection, and collegial networks).*

Glossary of Terms

Glossary of Terms

Admissions and Release Committee - The formal meeting convened to discuss many issues (i.e., referral, assessment information, IEP [Individual Education Program] development and/or revision, placement determination).

Classroom/instructional assessment - An ongoing process of observing a child's current competencies (including knowledge, skills, dispositions and attitudes) and using the information to help the child develop further in the context of family and caregiving and learning environments" (Council of Chief State School Officers (CCSSO), 2004).

Continuous Assessment System -An assessment process that 1) includes both formal and informal assessments that are conducted on a regular basis, 2) is integrated with instruction at various times, 3) improves learning and helps guide and direct the teaching-learning process, 4) informs every aspect of instruction and curriculum (Kentucky Department of Education, March, 2004).

Council of Chief State School Officers - Nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education and provides leadership, advocacy, and technical assistance on major educational issues.

Criterion-referenced assessment - Measures the mastery of specific objectives defined by predetermined standards of criteria. Items are usually sequentially arranged within the developmental domains or subject areas. Numerical scores represent proportion of specific domain or subject area that a child has mastered (Losardo & Notari-Syverson, 2001, p. 18).

Crosswalks – Alignment of elements within one document to corresponding elements within another document.

Curriculum-based assessment - Curricular activities are provided for each assessment item. Used as direct means for identifying a child's entry point within an educational program and for refining and readjusting instruction. Assessment and curricular content are coordinated to address same skills and abilities. Repeated testing occurs over time to measure child's progress on these skills (Losardo & Notari-Syverson, 2001, p. 18).

Diagnostic assessment - Instruments that have been designed to help identify specific areas in which children are not making progress or where they are significantly below developmental norms.

Established risk condition - When an infant or toddler has a condition which has a high probability of resulting in developmental delay.

First Steps - Kentucky's Early Intervention System (KEIS) that serves children from birth to age 3 who have a developmental delay or a particular medical condition that is known to cause a developmental delay. First Steps services are provided statewide and coordinated by the lead agency, Cabinet for Health Services.

Formal Assessment - A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using standardized instruments (CCSSO, 2004). Formal assessments yield information on a preset content and have specific guidelines for administration (Losardo & Notari-Syverson, 2001, p. 15)

HANDS - A service for families who are pregnant for the first time or who have newborn babies. Families begin by meeting with a HANDS Parent Visitor who will discuss any questions or concerns about pregnancy or a baby's first years.

Individual Education Plan - Describes the special education and related services specifically designed to meet the unique educational needs of a student with a disability, and it is a commitment in writing of the resources the school agrees to provide

Individualized Family Service Plan (IFSP) - Documents and guides the early intervention process for children with disabilities and their families and contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development.

Individuals with Disabilities Education Act - Law that guarantees all children with disabilities access to a free and appropriate public education.

Informal Assessment - A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using means other than standardized instruments (CCSSO, 2004). Information is collected on an ongoing basis at different times and across multiple environments, using a broad variety of quantitative and qualitative methods (Losardo & Notari-Syverson, 2001, p. 15).

In-Service Training – Courses, classes, or workshops taken after a degree is earned or while employed.

Kentucky Education Reform Act (KERA) - This reform bill called for a system-wide change in education that focused on areas of curriculum, governance, and finance.

Local Education Agency - Public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State.

No Child Left Behind - Education reform effort under President George W. Bush designed to improve student achievement and to ensure that children in every classroom enjoy the benefits of well-prepared teachers, research-based curriculum and safe learning environments.
Norm-referenced assessment - Provides information on how a child is developing in relation to a larger group of children of the same chronological age. Items are chosen based on statistical criteria, such as percentage of children who master a particular skill at a certain age or whether the item correlates well with the total test (Losardo & Notari-Syverson, 2001, p. 18)

Point of Entry - A statewide system of intake into First Steps, in which the Point of Entry office in each Area Development District works to identify infants and toddlers with developmental delays and provides intake into early intervention services for these infants and toddlers and their families.

Portfolio assessment - A collection of work, usually drawn from children's classroom work, which, when subjected to objective analysis, become an assessment tool.

Pre-Service Training – Courses taken toward a degree and/or for college or university credit.

Program evaluation - Carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program (McNamara, 1998)

Reliable - The extent to which the assessment will provide consistent information repeatedly. The assessment will provide the same information if you were to repeat the assessment on the same child.

Screening - The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks" (Council of Chief State School Officers (CCSSO), 2004).

Standardized - Set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality

Standardized achievement measures- Evaluates specific knowledge and skills in particular content areas such as science, math, English, and social studies.

Standardized assessment - A specific set of standardized tasks presented to a child to determine how well a child performs on the tasks presented. Standardization includes 4 components: standard materials, administrative procedures, scoring procedures, and score interpretation (Bailey, 2004).

Technical adequacy - Information provided on the assessment tool related to reliability, validity and procedures used to ensure that the assessment is well constructed.

The National Education Goals Panel - An independent executive branch agency of the federal government charged with monitoring national and state progress toward the National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support system wide reform.

Valid - The extent to which the assessment tool measures what it says it measures.

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