



**Early Learning Outcomes Framework
IMPLEMENTATION TOOLKIT**

Implementation Guide:
**Using the ELOF to Establish
School Readiness Goals**



Contents

Introduction	3
Assess: Aligning School Readiness Goals with the ELOF	5
Plan: Analyzing School Readiness Goals.....	6
Act: Establishing School Readiness Goals.....	8
Act: Identifying Child Assessment Data to Measure Progress	9
Implications for Practice.....	10
Wrapping Up	13
Appendix A: Building Effective Implementation Teams	14
Appendix B: Implementation Team Meeting Preparation Checklists	16
Appendix C: Establishing School Readiness Goals for the First Time	18
Appendix D: School Readiness Goals Template.....	19
Appendix E: Program Level School Readiness Goals for Early Childhood Programs	52

Introduction

What Is the Purpose of This Implementation Guide?

Early Head Start and Head Start grantees must set goals for improving the school readiness of all children birth to 5. Aligning school readiness goals with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF) and your state’s early learning and development standards (ELDS) ensures your program makes progress toward supporting areas of children’s development and learning that research shows are later related to school success.

This implementation guide focuses on aligning your program’s school readiness goals with the ELOF. After working through this guide, you will know how to:

- Establish school readiness goals that are aligned with the ELOF
- Identify child assessment data to measure progress on school readiness goals
- Reflect on how updated school readiness goals affect program and teaching practices

What Do the Head Start Program Performance Standards (HSPPS) Say about the ELOF and School Readiness Goals?

The HSPPS require your program to:

- Set goals for improving the school readiness of children §1302.102(a)(3)
- Establish goals in collaboration with the governing body and policy council §1302.102(a)(3)
- Align the goals with the ELOF, state and tribal early learning standards, and expectations of schools Head Start children will attend §1302.102(a)(3)
- Evaluate progress toward reaching these goals §1302.102(b)(2)(i)
- Establish goals in consultation with parents §1304.11(b)(iii)

Who Is the Audience for This Guide?

Education managers can use this guide, with an implementation team, to establish or update school readiness goals and data collection related to your program’s goals. Implementation teams are needed to effectively establish school readiness goals. Use the “Building Effective Implementation Teams” resource (see [Appendix A](#)) to help you decide:

- Who should participate in aligning school readiness goals with the ELOF
- Which key staff and stakeholders should provide input during this process

Potential team members include:

- Program leaders, such as directors, managers, and supervisors
- Governing body and policy council members
- Families, including those who speak home languages other than English if your program has children who are dual language learners (DLLs)
- Direct service staff, such as teachers, home visitors, and family child care providers
- Representatives of Local Education Agencies (LEAs) and other community partners, including those with a background and expertise in disabilities

Teams need to clearly and consistently communicate with each other to ensure effective implementation. During the process, use the “Implementation Team Meeting Preparation Checklists” (see [Appendix B](#)) to help your team communicate and plan effective meetings.

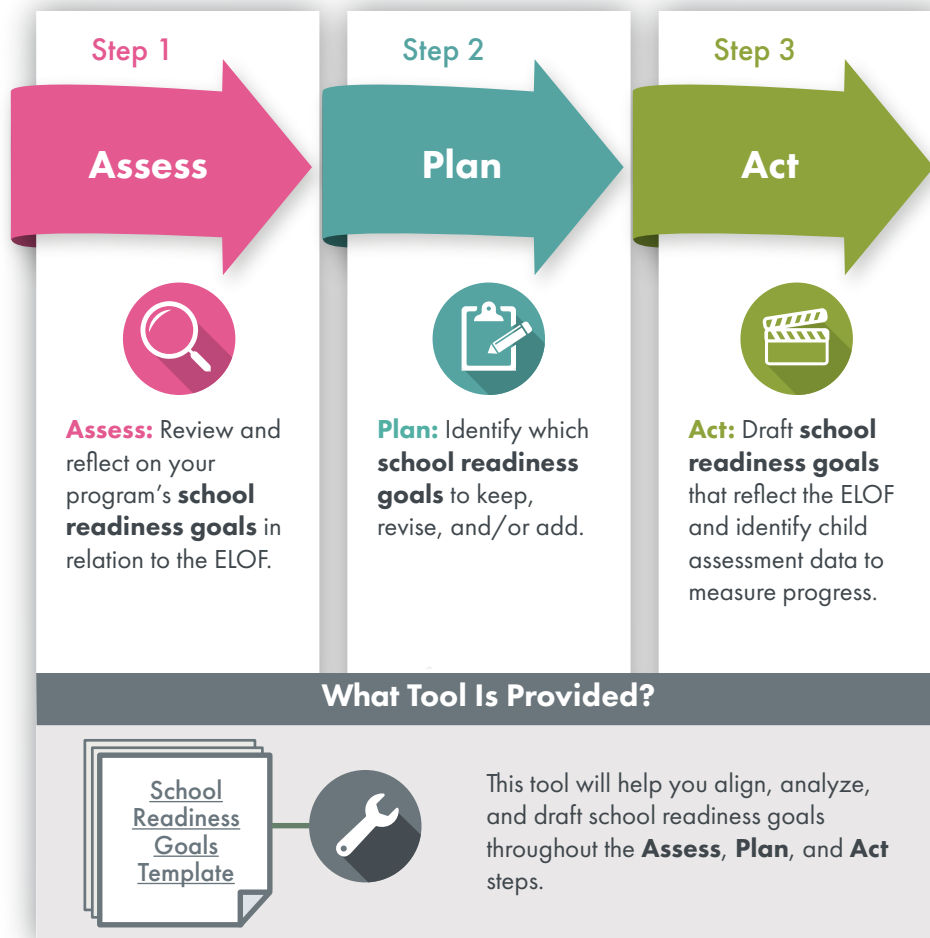
What Are the Steps for Aligning School Readiness Goals with the ELOF?

Aligning your program’s school readiness goals with the ELOF will be a process that takes time and teamwork. This guide uses the Assess-Plan-Act reflective approach for aligning school readiness goals with the ELOF. There are three steps in this process:

- **Step 1 ASSESS:** Assess how well your school readiness goals address children’s development in all domains of the ELOF.
- **Step 2 PLAN:** Analyze your school readiness goals, and determine which goals to keep, revise, and/or add.
- **Step 3 ACT:** Take action in updating your school readiness goals, and identify child assessment data to measure progress.

We provide you with a tool, “School Readiness Goals Template,” (see [Appendix D](#)) to support this process. You will complete the template across the Assess-Plan-Act steps.

Roadmap for Aligning School Readiness Goals with the ELOF



This guide is organized into three sections according to the Assess, Plan, and Act steps. The activities and tools in each step are described in the body of the guide. All of the handouts and supporting resources are located in the Appendices at the end of the guide.

If you are establishing school readiness goals for the first time, please review the modified Assess-Plan-Act steps in [Appendix C](#). You can still reference the body of the guide for examples and implications for practice.

 Step 1

Assess

In this step, use the “School Readiness Goals Template” (see [Appendix D](#)) to assess how well your program’s school readiness goals address all domains of the ELOF.

Aligning School Readiness Goals with the ELOF

1. Review and reflect on the ELOF domains, sub-domains, and goals that are listed on the “School Readiness Goals Template.” If you need additional information, refer to the ELOF: Ages Birth to Five (<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>).
2. Review and reflect on your current school readiness goals.
3. Identify how each of your school readiness goals relates to ELOF domains and sub-domains. Write the school readiness goals under the corresponding sub-domain in the second column of the table.

What Does Alignment Mean?

Alignment means identifying the elements that correspond between two things. In this guide, alignment will help your team determine which ELOF domains and sub-domains correspond with your program’s school readiness goals. During this process, you should also consider how your school readiness goals align with your state’s ELDS and the expectations of the schools in your community.

Appendix D: School Readiness Goals Template

Sample School Readiness Goals Template (Assess)

APPROACHES TO LEARNING				
▲ INFANT/TODDLER				
▲ Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	<i>Children will manage their behaviors appropriately.</i>			
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.				

 Step 2 Plan

After aligning your school readiness goals with the ELOF, spend some time analyzing your current goals. This step lays the foundation for establishing updated school readiness goals.

Analyzing School Readiness Goals

1. Discuss with the implementation team how each of your current school readiness goals relates to the corresponding ELOF domain and sub-domain(s). Write any discussion points in the third column of the “School Readiness Goals Template.” Use the following questions to support the analysis of your current school readiness goals:
 - How do the current school readiness goals reflect the domains and sub-domains of the ELOF?
 - How do the current school readiness goals need to be changed to better reflect the ELOF domains and sub-domains?
 - Which current school readiness goals might we consider replacing with revised or new school readiness goals?
 - Do we need to modify any school readiness goals to be inclusive of all children, including children with disabilities?
 - How do the current school readiness goals address the needs of children who are DLLs?
2. Decide which of your program’s school readiness goals you will not change and which will need revision. Mark each of your current school readiness goals with one of the following:
 - Keep as is
 - Revise
3. Identify areas of the ELOF that your current school readiness goals do not address. Brainstorm ideas for other school readiness goals to better reflect the ELOF. Write any further notes in the third column of the “School Readiness Goals Template.” Use the following questions to support your brainstorming:
 - For which ELOF domains could we develop additional school readiness goals?
 - What additional school readiness goals, if any, could help our program address the needs identified by our program’s data?
 - What additional school readiness goals, if any, do we need to develop so that our program’s school readiness goals are fully aligned with our state’s ELDS and expectations of local schools as children and families prepare for successful kindergarten entry?

Remember:

Build on your current school readiness goals since you have already been collecting data on your progress toward these goals.

You don’t need to have a school readiness goal for every goal or sub-domain of the ELOF, but you must have at least one goal for each of the five domains.

Appendix D: School Readiness Goals Template

Sample School Readiness Goals Template (Plan)

APPROACHES TO LEARNING				
▲ INFANT/TODDLER				
▲ Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
<p>Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.</p> <p>Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</p>	<p><i>Children will manage their behaviors appropriately.</i></p> <p>REVISE</p>	<p><i>Our current school readiness goal is only one piece of Emotional and Behavioral Self-Regulation. It can include more emphasis on managing feelings, emotions, actions, and behaviors, similar to the ELOF goals. Also, we are talking about infants and toddlers. It's really important to emphasize that they are developing these skills with the support of their caregivers.</i></p>		

Step 3

Act

After analyzing your current school readiness goals, finalize your revised set of goals. In this step, you will:

- Establish revised and new school readiness goals
- Identify child assessment data to measure progress
- Think about the implications for practice: how the goals affect program planning and intentional teaching practices

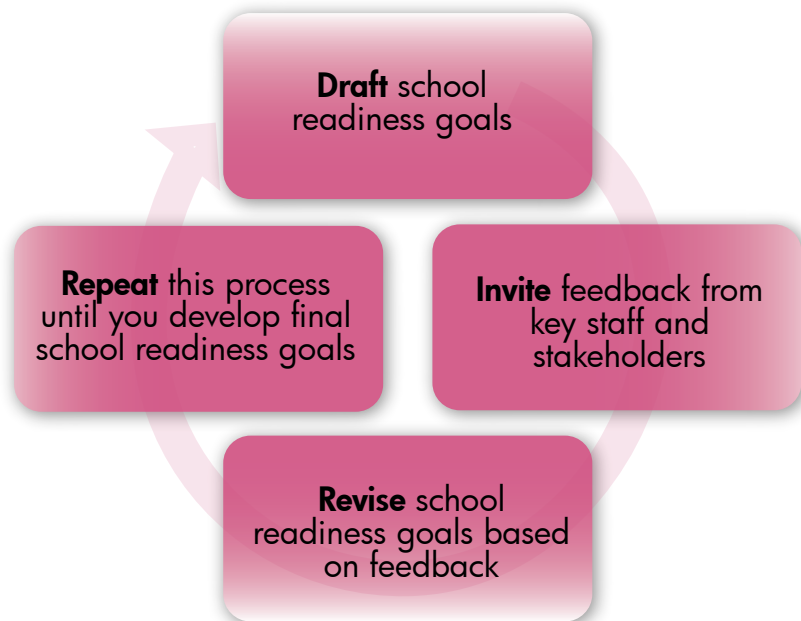
Establishing School Readiness Goals

In this step, draft a set of school readiness goals based on the reflection, analysis, and brainstorming that you did in the previous steps. Refer to the completed sections of your “School Readiness Goals Template.” Write your new and revised school readiness goals in the fourth column of the table.

Tips for Establishing School Readiness Goals

- Use clear and simple language that everyone in your program will understand, so that all staff and families can support children’s school readiness
- Write enough goals to reflect the ELOF and your state’s ELDS, but avoid including so many goals that tracking progress will be unmanageable
- You must have at least one school readiness goal for each of the five domains, but you don’t need to have a goal for every goal or sub-domain of the ELOF.
- Consider your existing program data to ensure that your school readiness goals address any specific needs of the children in your program, including children who are DLLs as well as children with disabilities
- Use the “Program Level School Readiness Goals for Early Childhood Programs” resource (see [Appendix E](#)) to spark your thinking about program school readiness goals based on the ELOF

Once your implementation team has drafted a set of school readiness goals, share this work with key staff and stakeholders. Revise goals based on their feedback. Use this cycle to help you in this process.



Identifying Child Assessment Data to Measure Progress

Although school readiness goals are broad, your program needs to specify what data you will collect to measure if goals are met. Use this activity to review and update the data that your program collects.

- With your implementation team, review the ongoing child assessment data your program collects to measure progress in supporting each of the school readiness goals. Use the following questions to support your review:
 - What ongoing child assessment data does your program collect to measure progress toward reaching school readiness goals?
 - Which child assessment instrument(s) does your program use?
 - Which child assessment items does your program aggregate and analyze to evaluate progress?
 - Does your program have additional child assessment items that relate specifically to children who are DLLs or children with disabilities?
- Identify items from your child assessment instrument(s) that will help your program measure progress toward reaching its new or revised school readiness goals:
 - Identify which child assessment items are still relevant to the revised school readiness goals
 - Identify any additional child assessment items that you need to aggregate and analyze in order to measure children’s progress in reaching revised or new school readiness goals
- Complete the final column of the “School Readiness Goals Template” with your final set of child assessment items to measure progress.

Appendix D: School Readiness Goals Template

Sample Completed School Readiness Goals Template (Act)

APPROACHES TO LEARNING				
▲ INFANT/TODDLER				
▲ Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
<p>Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.</p> <p>Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</p>	<p>Children will manage their behaviors appropriately.</p> <p>REVISE</p>	<p>Our current school readiness goal is only one piece of Emotional and Behavioral Self-Regulation. It can include more emphasis on managing feelings, emotions, actions, and behaviors, similar to the ELOF goals. Also, we are talking about infants and toddlers. It's really important to emphasize that they are developing these skills with the support of their caregivers.</p>	<p>Children will manage feelings, emotions, actions, and behavior with the support of familiar adults.</p>	<p>Our program's child assessment instrument includes items that measure:</p> <ul style="list-style-type: none"> -Self-Control of Feelings -Self-Control of Behaviors <p>We will continue to aggregate and analyze data from these assessment items to measure progress on this school readiness goal.</p>

Implications for Practice

Now that your team has updated the school readiness goals and the corresponding data, consider how these changes will impact program practices and the work of direct service staff. Spend some time reflecting on each of these areas.

Implications for Program Practices

Use the following questions to reflect on how updated school readiness goals affect program planning and practices:

- How will you communicate with direct service staff about the updated school readiness goals?
- How can you support direct service staff in communicating the updated school readiness goals with families?
- How might you use your updated school readiness goals to plan program-wide professional development?
- How might you use the school readiness goals to plan for training or coaching individual staff members?

Implications for Direct Service Staff

Use the following questions to reflect on how updated school readiness goals affect the practices of teachers, home visitors, family child care providers, and others who work directly with children:

- How do updated school readiness goals affect direct service staff's assessment of children's development and learning?
- How do updated school readiness goals impact curriculum planning?
- How can you use school readiness goals to support your direct service staff in implementing intentional teaching practices that promote all children's development and learning as described in the ELOF?
- How can you communicate with families about the updated school readiness goals?

Putting School Readiness Goals into Practice

New or revised school readiness goals affect everyone in the program. Here are some examples of how program leaders and staff use their program's school readiness goals in their roles. Identify the role most similar to your work, and reflect on additional ways that you can support school readiness goals.



Elba – Education Manager

As the education manager, I led the implementation team in updating the program's school readiness goals. I know staff have worked hard to understand our old school readiness goals, so it's important to share why we aligned our goals with the ELOF. I created a resource that explains how we updated the goals. I also want to show staff how much of what they were doing to support children's school readiness still applies to the updated goals. In onsite visits, I plan to follow up with staff members to address any questions related to the new goals.

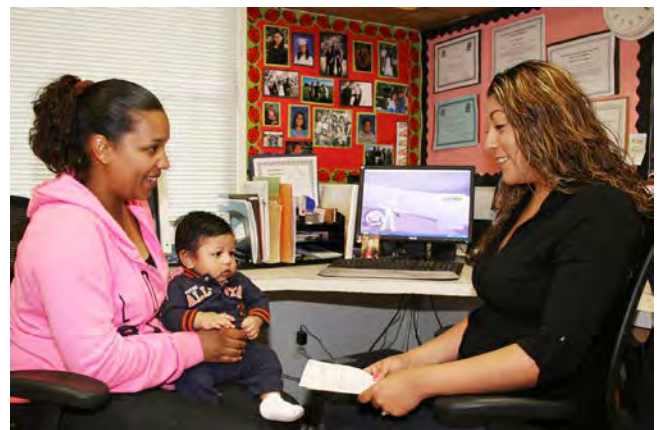


Cecelia – Director

As a director, I helped create a vision for our program's school readiness goals. I worked with the implementation team to help clearly frame and message the school readiness goals for teachers, family child care providers, and home visitors in preparation for a staff meeting. At the meeting, I shared the updated school readiness goals. I led a small-group activity where staff members in similar roles reflected together on how they could use the school readiness goals. The groups shared their ideas. I asked each staff member to set a personal goal to support children's school readiness.

Isabel – Family Services Worker

As a family services worker, I have an important role in talking with families about our updated school readiness goals. During enrollment, I will ensure that new families understand our school readiness goals and how we use them in our early learning setting. Additionally, when I'm talking with families about their hopes and dreams for their children, I look for opportunities to connect families' individual goals with our school readiness goals. Together, we can reflect on how families support their child's school readiness and what we do in our program to promote their child's school readiness.



Yesica – Teacher

As a teacher, I help children in the classroom reach school readiness goals. I plan learning experiences and set up the environment to support children’s development as described in the ELOF, such as facilitating a child’s reasoning and problem-solving skills. Through my interactions and routines with children, I also support children’s development, such as fostering language and communication. For children who are DLLs, this means supporting their language development in their home languages and English. In addition to intentional teaching, I regularly use a child assessment instrument for each child, as part of our program’s effort in measuring progress. I use data from the assessment to plan individualized learning experiences that will support school readiness. I make sure parents know what our goals are and give them activities to reinforce classroom learning at home.



Muriel – Home Visitor

As a home visitor, I help families understand child development and school readiness goals. I also focus on the important family role in supporting learning. In my work with families, we plan activities together that use the materials they have in their homes to support children's development. Working together, we plan learning experiences that can be used in-between my visits, and families learn to develop their own simple learning activities as well. Tying these experiences to school readiness goals helps reinforce the important influence families have on their child's readiness for school.

Wrapping Up

After reflecting on how new or revised school readiness goals affect program and teaching practices, identify some next steps. Work together with your implementation team to:

- Communicate any changes in school readiness goals and assessment data to direct service staff and families
- Plan professional development related to your school readiness goals
- Support direct service staff in planning curriculum and implementing intentional teaching practices that help all children progress toward reaching school readiness goals
- Use school readiness goals, child assessment data, and input from families to continuously improve the quality of your program

For additional information on developing and using program-wide school readiness goals, refer to the following resources:

- Planning in Head Start: Topic #3: Program Goals and School Readiness Goals—Understanding the Relationship
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/planning-topic-3.pdf>
- How Head Start Grantees Set and Use School Readiness Goals: Final Report
http://www.acf.hhs.gov/sites/default/files/opre/2015_12a_school_readiness_goals_final_report_january_2015.pdf

Webliography

Office of Head Start. Head Start Approach to School Readiness: FAQs <https://eclkc.ohs.acf.hhs.gov/school-readiness/faq/head-start-approach-school-readiness-faqs>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). *Head Start program performance standards*. 45 CFR Chapter XIII (11-07-16 Ed.) Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspss-final.pdf>

This document was developed with funds from Grant #90HC0012-01-00 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Office of Child Care, by the National Center on Early Childhood Development, Teaching, and Learning. This resource may be duplicated for noncommercial uses without permission.

Appendix A: Building Effective Implementation Teams

Who on your team is part of planning and implementing new or enhanced practices? How well is your team working together to ensure that the planning and implementation of new practices are aligned with the ELOF? This planning tool can help ensure that you have the right people on your team to do this important work.

This planning tool is designed to help you develop active implementation teams and communication strategies. Implementation teams support the planning and implementation of important practices (e.g., related to curriculum, assessment, or school readiness goals). To use this tool, review and answer each question, and then, based on your responses, identify next steps that your team can take. This process will help to ensure that you have an effective team in place to support the planning and implementation of new or enhanced practices.

Guiding Questions for Building Your Team	Responses	Next Steps
1. Who should be part of your team? What roles, such as families, direct service staff, administrators, and disabilities coordinators, should you include on your team? What languages and cultural backgrounds should be represented? How will you ensure that a range of viewpoints is represented?		
2. Who understands the needs of your program and can serve on a team designed to support implementation of your new or enhanced practices? Identify 4–8 people.		
3. Does your team need more information to guide this work? What other help is needed to support implementation of new or enhanced practices?		
4. What existing meetings can be changed to focus on planning and implementing new or enhanced practices? Can implementation team members be included in these meetings?		
5. What are the best day(s) and time(s) for your implementation team to meet in person to discuss and develop action plans?		
6. What supports are needed so that all team members can attend meetings? Consider substitute teachers, schedule changes, and meeting spaces.		

Appendix A (cont'd)

Guiding Questions for Building Your Team	Responses	Next Steps
7. What are the best methods of communication among members of the implementation team? How will the team share their progress with others?		
8. How can your team ensure that regular, ongoing communication about new or enhanced practices is a primary purpose of this team?		
9. What strategies will be used to gather feedback from families, direct service staff, and others on the implementation of new or enhanced practices? How will that feedback be used to guide continuous improvement?		
10. How will this team access ongoing and relevant data to inform next steps to improve the implementation of the new or enhanced practices?		

Appendix B: Implementation Team Meeting Preparation Checklists—What Supports Do You Need?

You're developing a plan to implement a new or enhanced practice? Great! How can you ensure that you are covering all your bases so that the new practices you implement are successful?

Implementation teams can help identify needed supports and ensure that implementation happens as planned. These checklists will help your team communicate and plan collaboratively to successfully implement a new practice or approach (e.g., a new assessment instrument). The checklists will also help the team consider where support is needed from other levels in the early childhood system, such as regional Training and Technical Assistance (T/TA) providers.

Before Each Meeting	
Activity	Done? Y/N
Determine where and when the meeting will take place.	
Identify a note taker and a facilitator.	
Use the Meeting Priority Table below to determine which pressing issues to discuss during your team meeting.	
Communicate to all team members the meeting details, agenda, and goal(s).	

Meeting Priority Table

Prior to each meeting, review any implementation data and follow-up action items from the previous meeting to determine what topics should be discussed during the meeting. Use the questions in the table to help your implementation team identify priorities to discuss.

Infrastructure Building	Is this topic a priority for discussion? (Y/N)	What are the key points we need to discuss?	What do the data tell us about this topic?
Hiring Staff: How do we need to adjust staffing so that all direct service staff have time to reflect on, plan for, and implement the new practice(s)? Do we need to select (recruit, interview, and/or hire) additional staff?			
Training: Do we need to train staff in the ELOF sub-domain or in how to carry out the new practice(s) for all learners, including children who are DLLs and children with disabilities? If so, how will we train staff?			
Coaching: How will we provide ongoing coaching to staff to carry out the new practice(s)? Who internally will be responsible for this?			

Appendix B (cont'd)

Infrastructure Building	Is this topic a priority for discussion? (Y/N)	What are the key points we need to discuss?	What do the data tell us about this topic?
Assessing Practice: How will we ensure that staff carry out the new practice(s) in the way that we intend?			
Using Data: What data and information will we collect about how the new practice(s) is being implemented? How will the data and information be used to guide continued improvement of the practice(s)?			
Leadership: How can program leaders communicate their support to staff as staff implement a new practice? What policies or procedures do we need to change or adapt?			
Early Childhood Partners: What support do we need from others in our community, including T/TA providers, to make the new practice(s) successful?			
Communication: What information do we need to communicate to other teams/partners? How frequently? In what format?			
Family Engagement: How will we ensure that program leaders and staff seek family input related to the new practice(s) and support the home-school connection in this area?			

Appendix C: Establishing School Readiness Goals for the First Time

If your program is establishing school readiness goals for the first time, follow these steps.

Assess

1. Begin the process by reading the ELOF domains, sub-domains, and goals in the “School Readiness Goals Template” (see [Appendix D](#)). You’ll also want to review your state’s early learning and development standards (ELDS) and the expectations of schools in your community. Keep in mind any specific populations of children in your program, such as children who are DLLs or children with disabilities.
2. Because you do not yet have school readiness goals, leave the second column of the template, “Current School Readiness Goals,” blank.
3. Instead of reflecting on your school readiness goals, you can use the “Program Level School Readiness Goals for Early Childhood Programs” resource (see [Appendix E](#)) to spark your thinking about goals for your program.

Plan

1. You will skip the analysis of your current school readiness goals, and start by brainstorming ideas for your program’s goals.
2. When brainstorming ideas for your program’s school readiness goals, think about the children, families, and communities that you serve. Make sure your goals are inclusive of all children, such as children who are DLLs or children with disabilities.
3. Brainstorm with your team ideas for program school readiness goals in each of the ELOF domains. Consider ideas for additional school readiness goals that are based on your state’s ELDS and the expectations of local schools.

Act

1. Draft a set of school readiness goals based on the reflection and brainstorming that you did in the previous steps. Refer to the completed sections of your “School Readiness Goals Template.” Write your school readiness goals in the fourth column of the table.
2. After establishing school readiness goals, review the ongoing child assessment data your program collects.
3. Identify which items from your child assessment instrument(s) will help your program measure progress toward reaching the new school readiness goals.
4. Seek additional child assessment instruments as needed. See “Understanding and Choosing Assessments and Developmental Screeners for Young Children” (http://www.acf.hhs.gov/sites/default/files/opre/screeners_final.pdf) for more information on this topic.
5. Complete the final column of the “School Readiness Goals Template” with your set of child assessment items to measure progress.

Appendix D: School Readiness Goals Template

APPROACHES TO LEARNING				
▲ INFANT/TODDLER				
▲ Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
<p>Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.</p> <p>Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)				
<p>Goal IT-ATL 3. Child maintains focus and sustains attention with support.</p> <p>Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.</p> <p>Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.</p>				
SUB-DOMAIN: INITIATIVE AND CURIOSITY				
<p>Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.</p> <p>Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: CREATIVITY				
<p>Goal IT-ATL 8. Child uses creativity to increase understanding and learning.</p> <p>Goal IT-ATL 9. Child shows imagination in play and interactions with others.</p>				

Appendix D (cont'd)

APPROACHES TO LEARNING				
● PRESCHOOL				
● Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
<p>Goal P-ATL 1. Child manages emotions with increasing independence.</p> <p>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</p> <p>Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</p> <p>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</p>				

Appendix D (cont'd)

● PRESCHOOL				
● Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)				
<p>Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.</p> <p>Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p> <p>Goal P-ATL 7. Child persists in tasks.</p> <p>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p> <p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p>				

Appendix D (cont'd)

● PRESCHOOL				
● Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: INITIATIVE AND CURIOSITY				
<p>Goal P-ATL 10. Child demonstrates initiative and independence.</p> <p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</p>				
SUB-DOMAIN: CREATIVITY				
<p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p> <p>Goal P-ATL 13. Child uses imagination in play and interactions with others.</p>				

Appendix D (cont'd)

SOCIAL AND EMOTIONAL DEVELOPMENT				
▲ INFANT/TODDLER				
▲ Social and Emotional Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS				
<p>Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.</p> <p>Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</p> <p>Goal IT-SE 3. Child learns to use adults as a resource to meet needs.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Social and Emotional Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN				
<p>Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.</p> <p>Goal IT-SE 5. Child imitates and engages in play with other children.</p>				
SUB-DOMAIN: EMOTIONAL FUNCTIONING				
<p>Goal IT-SE 6. Child learns to express a range of emotions.</p> <p>Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</p> <p>Goal IT-SE 8. Child expresses care and concern towards others.</p> <p>Goal IT-SE 9. Child manages emotions with the support of familiar adults.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Social and Emotional Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING				
<p>Goal IT-SE 10. Child shows awareness about self and how to connect with others.</p> <p>Goal IT-SE 11. Child understands some characteristics of self and others.</p> <p>Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.</p> <p>Goal IT-SE 13. Child develops a sense of belonging through relationships with others.</p>				

Appendix D (cont'd)

SOCIAL AND EMOTIONAL DEVELOPMENT				
● PRESCHOOL				
● Social and Emotional Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS				
<p>Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.</p> <p>Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</p>				
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN				
<p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p> <p>Goal P-SE 4. Child engages in cooperative play with other children.</p> <p>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.</p>				

Appendix D (cont'd)

● PRESCHOOL				
● Social and Emotional Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMOTIONAL FUNCTIONING				
<p>Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</p> <p>Goal P-SE 7. Child expresses care and concern toward others.</p> <p>Goal P-SE 8. Child manages emotions with increasing independence.</p>				
SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING				
<p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p> <p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.</p> <p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</p>				

Appendix D (cont'd)

LANGUAGE AND LITERACY				
▲ INFANT/TODDLER				
▲ Language and Communication				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: ATTENDING AND UNDERSTANDING				
<p>Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.</p> <p>Goal IT-LC 2. Child learns from communication and language experiences with others.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Language and Communication				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: COMMUNICATING AND SPEAKING				
<p>Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.</p> <p>Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.</p> <p>Goal IT-LC 5. Child uses increasingly complex language in conversation with others.</p> <p>Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Language and Communication				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: VOCABULARY				
<p>Goal IT-LC 7. Child understands an increasing number of words used in communication with others.</p> <p>Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Language and Communication				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMERGENT LITERACY				
<p>Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</p> <p>Goal IT-LC 10. Child handles books and relates them to their stories or information.</p> <p>Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.</p> <p>Goal IT-LC 12. Child comprehends meaning from pictures and stories.</p> <p>Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.</p>				

Appendix D (cont'd)

LANGUAGE AND LITERACY				
● PRESCHOOL				
● Language and Communication				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: ATTENDING AND UNDERSTANDING				
<p>Goal P-LC 1. Child attends to communication and language from others.</p> <p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p>				

Appendix D (cont'd)

● PRESCHOOL				
● Language and Communication				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: COMMUNICATING AND SPEAKING				
<p>Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p> <p>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p> <p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>				
SUB-DOMAIN: VOCABULARY				
<p>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p> <p>Goal P-LC 7. Child shows understanding of word categories and relationships among words.</p>				

Appendix D (cont'd)

LANGUAGE AND LITERACY				
● PRESCHOOL				
● Literacy				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: PHONOLOGICAL AWARENESS				
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.				
SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE				
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).				
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.				

Appendix D (cont'd)

● PRESCHOOL				
● Literacy				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE				
<p>Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p> <p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</p>				
SUB-DOMAIN: WRITING				
<p>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p>				

Appendix D (cont'd)

COGNITION				
▲ INFANT/TODDLER				
▲ Cognition				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EXPLORATION AND DISCOVERY				
<p>Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.</p> <p>Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Cognition				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: MEMORY				
<p>Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.</p> <p>Goal IT-C 4. Child recognizes the stability of people and objects in the environment.</p> <p>Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</p>				
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING				
<p>Goal IT-C 6. Child learns to use a variety of strategies in solving problems.</p> <p>Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Cognition				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING				
<p>Goal IT-C 8. Child develops sense of number and quantity.</p> <p>Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.</p> <p>Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Cognition				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY				
<p>Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.</p> <p>Goal IT-C 12. Child uses objects or symbols to represent something else.</p> <p>Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.</p>				

Appendix D (cont'd)

COGNITION				
● PRESCHOOL				
● MATHEMATICS DEVELOPMENT				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: COUNTING AND CARDINALITY				
<p>Goal P-MATH 1. Child knows number names and the count sequence.</p> <p>Goal P-MATH 2. Child recognizes the number of objects in a small set.</p> <p>Goal P-MATH 3. Child understands the relationship between numbers and quantities.</p> <p>Goal P-MATH 4. Child compares numbers.</p> <p>Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.</p>				

Appendix D (cont'd)

● PRESCHOOL				
● MATHEMATICS DEVELOPMENT				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING				
<p>Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.</p> <p>Goal P-MATH 7. Child understands simple patterns.</p>				
SUB-DOMAIN: MEASUREMENT				
<p>Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</p>				
SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE				
<p>Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.</p> <p>Goal P-MATH 10. Child explores the positions of objects in space.</p>				

Appendix D (cont'd)

COGNITION				
● PRESCHOOL				
● Scientific Reasoning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: SCIENTIFIC INQUIRY				
<p>Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p> <p>Goal P-SCI 2. Child engages in scientific talk.</p> <p>Goal P-SCI 3. Child compares and categorizes observable phenomena.</p>				

Appendix D (cont'd)

● PRESCHOOL				
● Scientific Reasoning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING				
<p>Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>Goal P-SCI 5. Child plans and conducts investigations and experiments.</p> <p>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>				

Appendix D (cont'd)

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT				
▲ INFANT/TODDLER				
▲ Perceptual, Motor, and Physical Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: PERCEPTION				
<p>Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.</p> <p>Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Perceptual, Motor, and Physical Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: GROSS MOTOR				
<p>Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.</p> <p>Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.</p> <p>Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Perceptual, Motor, and Physical Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: FINE MOTOR				
<p>Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.</p> <p>Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.</p> <p>Goal IT-PMP 8. Child adjusts reach and grasp to use tools.</p>				

Appendix D (cont'd)

▲ INFANT/TODDLER				
▲ Perceptual, Motor, and Physical Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION				
<p>Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.</p> <p>Goal IT-PMP 10. Child uses safe behaviors with support from adults.</p> <p>Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</p>				

Appendix D (cont'd)

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT				
● PRESCHOOL				
● Perceptual, Motor, and Physical Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: GROSS MOTOR				
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.				
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.				
SUB-DOMAIN: FINE MOTOR				
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.				

Appendix D (cont'd)

● PRESCHOOL				
● Perceptual, Motor, and Physical Development				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION				
<p>Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.</p> <p>Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p> <p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p>				

Appendix E: Program Level School Readiness Goals for Early Childhood Programs

Program Level School Readiness Goals for Early Childhood Programs: Examples from the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)

Early Head Start and Head Start programs promote the school readiness of the children we serve. The first step in guiding this work is creating program level school readiness goals as required by the Improving Head Start for School Readiness Act of 2007 and the [Head Start Program Performance Standards \(Subpart B, 1304.11\)](#). Other early childhood programs such as child care may decide to develop goals to strengthen the education services they provide.

School readiness goals are broad statements that describe the skills and knowledge children should have when they enter kindergarten. Infant/toddler goals focus on skills and knowledge to be acquired by age 3 and preschool goals focus on by age 5. A program's school readiness goals guide the selection of a curriculum, assessment tools, teacher-child interactions, and professional development. With the introduction of the [Head Start Early Learning Outcomes Framework \(HSELOF\)](#), programs are reviewing their goals to align them with the HSELOF.

In this document, the National Center on Early Childhood Development, Teaching, and Learning offers examples of goal statements with additional descriptions of related skills and knowledge that reflect the goals in the HSELOF central domains: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development.

Head Start grantees must articulate how their multi-step process ensures their school readiness goals

- reflect the ages of the children, birth to five, participating in the program;
- align with HSELOF and guidelines of state and local education agencies;
- include the five central domains of the HSELOF;
- encompass the range of all children served (e.g., are applicable for children who are dual language learners and children with disabilities); and
- are established in active and ongoing consultation with parents participating in the program.

Approaches to Learning Infant/Toddler

IT-ATL Goal 1. Children will manage feelings, emotions, actions, and behavior with support of familiar adults. This includes: uses various strategies to help manage strong emotions, such as turning head away, thumb sucking, covering eyes or ears, seeking support from a familiar adult, or removing oneself from the situation; looks to others for help in coping with strong feelings and emotions; begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting; alerts adults when they are hungry or tired.

IT-ATL Goal 2. Children will attend, persist, and demonstrate flexibility in learning, making discoveries, and solving problems. This includes: chooses to join in activities or pays attention to tasks and activities that are self-initiated; continues efforts to finish a challenging activity or task with support of an adult; modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.

IT-ATL Goal 3. Children will demonstrate emerging initiative, interest, and curiosity in interactions with others and exploration of objects and people in the environment. This includes: demonstrates initiative by making choices or expressing preferences; attempts challenging tasks with or without adult help; shows eagerness to try new things.

IT-ATL Goal 4. Children will increasingly show creativity and imagination in play, learning, and interactions with others. This includes: combines objects or materials in new and unexpected ways; shows delight in creating something new; uses imagination to explore possible uses of objects and materials; engages in pretend or make-believe play with other children.

Appendix E (cont'd)

Preschool

P-ATL Goal 1. Children will manage emotions and follow classroom rules and routines with increasing independence.

This includes: uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths; demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time; follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.

P-ATL Goal 2. Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking.

This includes: demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure (may need support from adults); refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them; engages in purposeful play for extended periods of time; applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.

P-ATL Goal 3. Children will demonstrate initiative, independence, interest, and curiosity in interactions with others and exploration of objects and people in their environment.

This includes: independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity; seeks out new information and explores new play and tasks.

P-ATL Goal 4. Children will show creativity and imagination in play, learning, and interactions with others. This includes: asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity; engages in social and pretend play; uses imagination with materials to create stories or works of art.

Social and Emotional Development

Infant/Toddler

IT-SE Goal 1. Children will engage in positive interactions through secure relationships with consistent, responsive adults. This includes: turns to familiar adults for protection, comfort, and getting needs met; engages in and may initiate behaviors that build relationships with familiar adults.

IT-SE Goal 2. Children will develop personal and playful relationships with other children. This includes: shows increasing interest in interacting with other children; shows preference for particular playmates, such as greeting friends by name; joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.

IT-SE Goal 3. Children will begin to manage emotions and to understand and express emotions. This includes: expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background; expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others; shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.

IT-SE Goal 4. Children will begin to develop a sense of identity and a sense of belonging to a family and a group of peers. This includes: shows awareness of own thoughts, feelings, and preferences as well as those of others; uses different words or signs to refer to self and others; identifies self as a member of a family; points to or names self and other familiar people, such as in photos or pictures.

Preschool

P-SE Goal 1. Children will engage in and maintain positive, prosocial, and cooperative relationships and interactions with familiar adults. This includes: shows affection and preference for adults who interact with them on a regular basis; seeks help from adults when needed; engages in prosocial behaviors with adults, such as using respectful language or greetings; attends to an adult when asked; follows adult guidelines and expectations for appropriate behavior.

Appendix E (cont'd)

P-SE Goal 2. Children will engage in and maintain positive peer relationships and interactions including cooperation and resolving conflicts. This includes: uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy; develops friendships with one or two preferred other children; demonstrates willingness to include others' ideas during interactions and play; uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.

P-SE Goal 3. Children will appropriately express and respond to a broad range of emotions, including concern for others. This includes: expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried; uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children; offers support to adults or other children who are distressed.

P-SE Goal 4. Children will recognize self as a unique individual with own abilities, characteristics, emotions, and interests. This includes: describes self using several different characteristics; demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.

P-SE Goal 5. Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family, community, and other groups. This includes: has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

Language and Literacy

Language and Communication

Infant/Toddler

IT-LC Goal 1. Children will attend to, understand, respond to, and learn through communication and language experiences, including communication systems such as sign language. This includes: shows recognition of words, phrases, and simple sentences; participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.

IT-LC Goal 2. Children will use non-verbal communication and increasingly oral language or a communication system (e.g., sign language) to express needs and wants and engage others. This includes: combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice"; children who are dual language learners may combine their two languages or switch between them; participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.

IT-LC Goal 3. Children will understand and use an increasing number of words to communicate and engage in conversation with others. This includes: shows understanding of the meaning of common words used in daily activities; attends to new words used in conversation with others; understands most positional words, such as on, under, up, or down; shows rapid growth in number of words or signs used in conversation with others; demonstrates a vocabulary of at least 300 words in home language; asks questions about the meaning of new words.

IT-LC Goal 4. Children will attend to, repeat, and use some rhymes and refrains from stories and songs. This includes: says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories; retells familiar stories using props.

IT-LC Goal 5. Children will engage with books for stories and information. This includes: asks to have several favorite books read over and over; holds book, turns pages, and pretends to read; uses pictures as a guide to talk about a story that has been read; asks or answers questions about what is happening in a book or story; identifies the feelings of characters in a book or story.

IT-LC Goal 6. Children will make written marks and use them to represent objects or actions. This includes: draws pictures using scribbles and talks with others about what they have made; draws straight lines or curved lines; makes letter-like marks or scribbles on paper.

Appendix E (cont'd)

Preschool

P-LC Goal 1. Children will attend to, understand, and respond to increasingly complex communication and language from others. This includes: shows acknowledgment of complex comments or questions; is able to attend to longer, multi-turn conversations, either spoken or signed; shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic; children who are DLLs may demonstrate more complex communication and language in their home language than in English.

P-LC Goal 2. Children will increasingly match the amount and use of language required for different situations and follow social and conversational rules. This includes: usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher; with increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.

P-LC Goal 3. Children who are dual language learners (DLLs) will demonstrate increased competency in their home language while developing proficiency in English. This includes: demonstrates understanding and uses increasingly more complex language in both their home language and English; expressing broader content knowledge in both languages; children may also code switch, for example, beginning a sentence in one language, then switching to another, or inserting a word from one language within a sentence spoken in a different language.

P-LC Goal 4. Children will understand and use a wide variety of words for a variety of purposes and show understandings of word categories. This includes: with multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes; with support, forms guesses about the meaning of new words from context clues.

Language and Literacy

Literacy

Preschool

P-LIT Goal 1. Children will identify and segment the sounds within words as separate from the word itself. This includes: provides one or more words that rhyme with a single given target, such as “What rhymes with log?”; produces the beginning sound in a spoken word, such as “Dog begins with /d/.”; provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”

P-LIT Goal 2. Children will demonstrate they understand how print is used and how print works. This includes: understands that written words are made up of a group of individual letters; begins to point to single-syllable words while reading simple, memorized texts; identifies book parts and features, such as the front, back, title, and author.

P-LIT Goal 3. Children will identify most upper and lower case letters and produce sounds that correspond to some of them. This includes: recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment; produces the sound of many recognized letters.

P-LIT Goal 4. Children will demonstrate understanding of narrative structure and information from the content of a story. This includes: re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships; tells fictional or personal stories using a sequence of at least 2–3 connected events.

P-LIT Goal 5. Children will write for a variety of purposes using increasingly sophisticated marks. This includes: creates a variety of written products that may or may not phonetically relate to intended messages; shows an interest in copying simple words posted in the classroom; attempts to independently write some words using invented spelling, such as /k/ for kite; writes first name correctly or close to correctly.

Appendix E (cont'd)

Cognition

Infant/Toddler

IT-C Goal 1. Children will actively explore their environment to discover what objects and people do, how things work, and how to make things happen. This includes: learns about characteristics of people and properties and uses of objects through the senses and active exploration; makes simple predictions about what will happen next, such as in a story or in everyday routines; notices who is missing from a familiar group, such as family at dinner or children in a playgroup; looks in several different places for a toy that was played with a few days before.

IT-C Goal 2. Children will use a variety of strategies to solve problems, including reasoning and planning ahead. This includes: uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help; uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.

IT-C Goal 3. Children will use beginning math concepts during daily routines and experiences, including sense of number and quantity, spatial awareness, and classification. This includes: counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order; identifies “more” or “less” with a small number of items without needing to count them; uses fingers to show how old they are; predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box; sorts toys or other objects by color, shape or size; orders some objects by size.

IT-C Goal 4. Children will use imitation and symbolic thinking to increase understanding of concepts, environment, daily experiences, and home culture. This includes: seeks to involve others in pretend or make-believe play; looks for props to use when telling or making up a story; uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.

Cognition

Mathematics Development

Preschool

P-MATH Goal 1. Children will demonstrate understanding of number names and order of numerals, the order of size or measures, the number of items in a set, and use math concepts and language regularly during every day experiences.

This includes: says or signs more number words in sequence; quickly recognizes the number of objects in a small set (referred to as “subitizing”); understands that number words refer to quantity; may point to or move objects while counting objects to 10 and beyond (one-to-one correspondence); understands that the last number represents how many objects are in a group (cardinality).

P-MATH Goal 2. Children will demonstrate understanding of mathematical operations including addition, subtraction, patterns, and measurement. This includes: solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.

P-MATH Goal 3. Children will measure objects by their various attributes using standard and non-standard measurement and use differences in attributes to make comparisons. This includes: measures using the same unit, such as putting together snap cubes to see how tall a book is; compares or orders up to 5 objects based on their measurable attributes, such as height or weight; uses comparative language, such as shortest, heavier, or biggest.

P-MATH Goal 4. Children will identify, describe, compare, and compose shapes. This includes: names and describes shapes in terms of length of sides, number of sides, and number of angles; correctly names basic shapes regardless of size and orientation; analyzes, compares and sorts two and three-dimensional shapes and objects in different sizes; describes their similarities, differences, and other attributes, such as size and shape.

Appendix E (cont'd)

Cognition

Scientific Reasoning

Preschool

P-SCI Goal 1. Children will observe and manipulate physical materials, ask questions, make predictions, and develop hypotheses to describe and understand observable phenomena in their environment. This includes: identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations; uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope; describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky; represents observable phenomena with pictures, diagrams, and 3-D models.

P-SCI Goal 2. Children will use reasoning and problem-solving as they ask questions, gather information, make predictions, and conduct investigations. This includes: gathers information about a question by looking at books or discussing prior knowledge and observations; makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”; articulates steps to be taken and lists materials needed for an investigation or experiment; implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.

Perceptual, Motor, and Physical Development

Infant/Toddler

IT-PMP Goal 1. Children will use perceptual information to guide actions in exploring objects, experiences, and interactions. This includes: combines information gained through the senses to understand objects, experiences, and interactions; adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.

IT-PMP Goal 2. Children will develop control of large muscles for movement, exploration, and self-help. This includes: gains control of a variety of postures and movements including rolling, stooping, going from sitting to standing, running, and jumping; explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running; experiments with different ways of moving the body, such as dancing around the room.

IT-PMP Goal 3. Children will use sensory information and body awareness to understand and adjust their movements in the environment. This includes: shows understanding of what size openings are needed for their body to move through; learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.

IT-PMP Goal 4. Children will develop control of small muscles for exploration, play, and daily routines. This includes: uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self; coordinates use of both hands to put things together, such as connecting blocks or linking toys; adjusts grasp with ease to new tools and materials.

IT-PMP Goal 5. Children will begin to demonstrate healthy and safe behaviors and to make healthy food choices with the support of an adult. This includes: shows increasing independence in self-care routines with guidance from adults; puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat; shows some understanding of safe and unsafe behaviors, such as not touching a hot stove; communicates to adults when hungry, thirsty, or has had enough to eat.

Preschool

P-PMP Goal 1. Children will demonstrate increasing control of large muscles for movement, navigation, and balance. This includes: demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing

Appendix E (cont'd)

on one leg; performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music; demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.

P-PMP Goal 2. Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation. This includes: easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together; uses a pincer grip to hold and manipulate tools for writing, drawing, and painting; uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.

P-PMP Goal 3. Children will identify and practice healthy and safe habits. This includes: washes hands with soap and water (knows to do this before eating, after using the bathroom, or after blowing nose); demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy; moderates food consumption based on awareness of own hunger and fullness.

This document was developed with funds from Grant #90HC0012-01-00 for the U.S Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Office of Child Care, by the National Center on Early Childhood Development, Teaching, and Learning. This resource may be duplicated for noncommercial uses without permission.