

Head Start Child Outcomes Framework Domains and Indicators

Correlated to

BRIGANCE[®]

**Preschool Screen—II and K & 1 Screen—II
Inventory of Early Development—II**



CURRICULUM ASSOCIATES[®], Inc.

Table 6-13. Head Start Outcomes Framework Mandated Assessments, Comparable IED–II Tasks, and BRIGANCE® Screens–II Subtests

HEAD START	IED–II	BRIGANCE® Screens–II*
LANGUAGE DEVELOPMENT	DOMAIN/Subdomain/ Assessments	Form/ Assessments
Listening and Understanding	Receptive Language	
Understands an increasingly complex and varied vocabulary.**	Verbal Concepts Body Parts Receptive Objects Follows Verbal Directions Ordinal Position Number Concepts	3-Yr-Old Child: Identifies Body Parts — 9A Number Concepts — 7A Color Recognition — 2A
For non-English-speaking children, progresses in listening to and understanding English.**	Recognizes Money Color Knowledge (Recognizes Colors) Numeral Comprehension	4-Yr-Old Child: Identifies Body Parts — 8B Follows Verbal Directions — 9B Color Recognition — 2B Kindergarten Child: Identifies Body Parts — 2A Numeral Comprehension — 9A First-Grade Child: Listening Vocabulary Comprehension — 7B
Speaking and Communicating	Expressive Language	
Uses an increasingly complex and varied spoken vocabulary.**	Expressive Objects Expressive Verbs Color Knowledge (Identifies Colors) Identifies Money Expressive Repeats Sentences	3-Yr-Old Child: Picture Vocabulary — 3A Repeats Sentences — 10A Prepositions and Irregular Plural Nouns — 11A
For non-English-speaking children, progresses in speaking English.**		4-Yr-Old Child: Picture Vocabulary — 3B Kindergarten Child: Color Recognition — 4A
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.**	Verbal Concepts Receptive Verbs Expressive Verbs Personal Data Response Expressive Grammar and Pragmatics	3-Yr-Old Child: Personal Data Response — 1A Knows Use of Objects — 4A 4-Yr-Old Child: Personal Data Response — 1B Syntax and Fluency — 11B Kindergarten Child: Personal Data Response — 1A Syntax and Fluency — 12A First-Grade Child: Personal Data Response — 1B
LITERACY	ACADEMIC/COGNITIVE	
Phonological Awareness	Prereading/Reading	
Associates sounds with written words, such as awareness that different words begin with the same sound.	Sounds of Lowercase Letters Auditory Discrimination	Kindergarten Child: Reads Uppercase Letters — 11A Reads Lowercase Letters — 11A (alternate) Reading Readiness Scale First-Grade Child: Auditory Discrimination — 5B Phonemic Awareness and Decoding — 6B Reads Lowercase Letters — 4B

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Table 6-13. *Head Start Outcomes Framework Mandated Assessments, Comparable IED–II Tasks, and BRIGANCE® Screens–II Subtests (continued)*

HEAD START	IED–II	BRIGANCE® Screens–II* Form/ Assessments
LITERACY	ACADEMIC/COGNITIVE	
Book Knowledge and Appreciation	Prereading/Reading	
	Response to and Experience with Books (Not one of the standardized assessments but is an assessment in the IED–II)	BRIGANCE Teacher Rating Form 3-Yr-Old Child Items 10–12 4-Yr-Old Child Item 13 Kindergarten Child Item 16 and <i>Reading Readiness Scale</i> First-Grade Child Item 18
Print Awareness and Concepts	Prereading/Reading	
Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	Visual Discrimination items 16–20 Prints Personal Data Survival Sight Words	4-Yr-Old Child: Visual Discrimination — 4B Kindergarten Child: Prints Personal Data — 7A First-Grade Child: Visual Discrimination — 3B Prints Personal Data — 10B Word Recognition — 8B
Alphabet Knowledge	Prereading/Reading	
Identifies at least 10 letters of the alphabet, especially those in their own name.	Prints Personal Data items 1–4 Recites Alphabet	First-Grade Child: Recites Alphabet — 2B
Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	Lowercase Letter Knowledge	Kindergarten Child: Reads Uppercase Letters — 11A Reads Lowercase Letters — 11A (alternate) First-Grade Child: Reads Lowercase Letters — 4B
MATHEMATICS		
Number and Operations	Quantitative/General	
	Writes Numbers in Sequence Number Concepts Rote Counting Numeral Comprehension	3-Yr-Old Child Number Concepts — 7A 4-Yr-Old Child Number Concepts — 10B Rote Counting — 7B Kindergarten Child Rote Counting — 8A Number Readiness — 10A Numeral Comprehension — 9A First-Grade Child Computation — 11B Numerals in Sequences — 12B

* Users not familiar with the BRIGANCE® Screens–II should recognize that the Kindergarten Child Form may need to be used at the end of the pre-kindergarten year, and the form for the First-Grade Child may need to be used during and at the end of the Kindergarten Year, depending on the child's age.

** Will require more than one administration to view progress, i.e., whether skills are increasing. Use of the BRIGANCE® Screens–II

Table 5-5, shows the entire Outcomes Framework (all of the eight General Domains, twenty-seven Domain Elements and the specific Indicators). The mandated Domains and Indicators are bold faced. To their right are *IED-II* standardized assessments that match the Framework. The standardized *IED-II* assessments in this table are coordinated with the *Standardized Assessments Record Book*. This table was graciously contributed by Sunday Taylor M.A., a Head Start consultant. Because the *IED-II* measures most but not all aspects of the Outcomes Indicators, readers are referred in some cases to the *BRIGANCE® Comprehensive Inventory of Basic Skills–Revised (CIBS–R)*. The *CIBS–R* includes a detailed readiness assessment with tasks that measure such skills as interest in books. Some Indicators, especially those in music and dance are supplemental skill sequences listed in the *IED-II* and these are marked for “classroom observation.”

Table 5-5. Complete List of Head Start Indicators with Standardized Assessments Record Book*

Domain/Element	Indicator	IED–II Assessments (Using Standardized Assessments Record Book for responses)
LANGUAGE		
Listening and Understanding	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	Receptive Verbal Concepts, p. 10
	Shows progress in understanding and following simple and multiple-step directions	Receptive Verbal Concepts, p. 10 Receptive Body Parts, p. 9 Receptive Follows Verbal Directions , p. 10
	Understands an increasingly complex and varied vocabulary	Receptive Verbal Concepts, p. 10 Receptive Body Parts, p. 9 Receptive Objects, p. 8 Follows Verbal Directions, p. 10 Ordinal Position, p. 12 Number Concepts (Recognizes Money), p. 12 Color Knowledge (Color Recognition), p. 12 Numeral Comprehension, p. 12
	For non-English-speaking children, progresses in listening to and understanding English.	Receptive Verbal Concepts, p. 10 Receptive Body Parts, p. 9 Receptive Objects, p. 8 Follows Verbal Directions, p. 10 Ordinal Position, p. 12 Number Concepts (Recognizes Money), p. 12 Color Knowledge (Color Recognition), p. 12 Numeral Comprehension, p. 12
Speaking and Communicating	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.	Receptive Verbal Concepts, p. 10 Receptive Verbs, p. 10 Expressive Verbs, p. 10 Personal Data Response, p. 15 Expressive Grammar and Pragmatics, p. 11
	Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	Expressive Verbs, p. 10
	Uses an increasingly complex and varied spoken vocabulary	Expressive Objects, p. 9 Expressive Verbs, p. 10 Color Knowledge, p. 12 Identifies Money, p. 12 Expressive Repeats Sentences, p. 11
	Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	Verbal Fluency Rating, p. 11 Articulation Rating, p. 11
	For non-English-speaking children, progresses in speaking English.	Expressive Objects, p. 9 Expressive Verbs, p. 10 Color Knowledge, p. 12 Identifies Money, p. 12 Expressive Repeats Sentences, p. 11
LITERACY		
Phonological Awareness	Shows increasing ability to discriminate and identify sounds in spoken language.	Auditory Discrimination, p. 13
	Shows growing awareness of beginning and ending sounds of words.	Auditory Discrimination, p. 13
	Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	Auditory Discrimination, p. 13

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Table 5-5. Complete List of Head Start Indicators with Standardized Assessments Record Book* (continued)

Domain/Element	Indicator	IED-II Assessments (Using Standardized Assessments Record Book for responses)
Phonological Awareness (continued)	Shows growing ability to hear and discriminate separate syllables in words.	Expressive Repeats Sentences, p. 11 Expressive Grammar and Pragmatics, p. 11
	Associates sounds with written words, such as awareness that different words begin with the same sound	Sounds of Lowercase Letters, p. 13 Auditory Discrimination, p. 13
Book Knowledge and Appreciation	Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.	<i>Readiness for Reading (from the CIBS-R) or classroom observation</i>
	Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	<i>Readiness for Reading (from the CIBS-R) or classroom observation</i>
	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	<i>Readiness for Reading (from the CIBS-R) or classroom observation</i>
	Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.	<i>Readiness for Reading (from the CIBS-R) or classroom observation</i>
Print Awareness and Concepts	Shows increasing awareness of print in classroom, home, and community settings.	Survival Sight Words, p. 13
	Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	Survival Sight Words, p. 13
	Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	Visual Discrimination, p. 13 Survival Sight Words, p. 13
	Moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	<i>Readiness for Reading (from the CIBS-R) or classroom observation</i>
	Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	Survival Sight Words, p. 13
	Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	<i>Readiness for Reading (from the CIBS-R)</i> Visual Discrimination, p. 13 Prints Personal Data, p. 4 Survival Sight Words, p. 13
Early Writing	Develops understanding that writing is a way of communicating for a variety of purposes.	Prints Personal Data, p. 4 Draw a Person, p. 4

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Table 5-5. Complete List of Head Start Indicators with Standardized Assessments Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Standardized Assessments Record Book for responses)
<i>Early Writing (continued)</i>	Begins to represent stories and experiences through pictures, dictation, and in play.	Draw a Person, p. 4
	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	<i>Classroom observation</i>
	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	Visual Motor Skills, p. 4 Prints Personal Data, p. 4 Prints Uppercase Letters, p. 4 Quality of Printing, p. 4
<i>Alphabet Knowledge</i>	Shows progress in associating the names of letters with their shapes and sounds	Visual Discrimination, p. 13 Lowercase Letter Knowledge, p. 13
	Increases in ability to notice the beginning letters in familiar words.	Personal Data Response, p. 15 Survival Sight Words, p. 13
	Identifies at least 10 letters of the alphabet, especially those in their own name.	Prints Personal Data, p. 4 Recites Alphabet, p. 13
	Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	Visual Discrimination, p. 13 Lowercase Letter Knowledge, p. 13
MATHEMATICS		
<i>Number and Operations</i>	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	Number Concepts, p. 12 Rote Counting, p. 12 Numeral Comprehension, p. 12
	Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	Writes Numerals in Sequence, p. 4 Number Concepts, p. 12 Rote Counting, p. 12 Numeral Comprehension, p. 12
	Develops increasing ability to count in sequence to 10 and beyond.	Number Concepts, p. 12 Rote Counting, p. 12 Numeral Comprehension, p. 12
	Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	Number Concepts, p. 12 Rote Counting, p. 12 Numeral Comprehension, p. 12
	Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	<i>Quantitative Concepts from the CIBS–R</i>
	Develops increased abilities to combine, separate, and name “how many” concrete objects.	<i>Joins Sets from the CIBS–R or classroom observation</i> Number Concepts, p. 12
<i>Geometry and Spatial Sense</i>	Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	Visual Discrimination, p. 13
	Progresses in ability to put together and take apart shapes.	<i>Classroom observation</i>
	Begins to be able to determine whether or not two shapes are the same size and shape.	Visual Discrimination, p. 13

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Table 5-5. Complete List of Head Start Indicators with Standardized Assessments Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Standardized Assessments Record Book for responses)
<i>Geometry and Spatial Sense (continued)</i>	Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.	Color Knowledge, p. 12 Number Concepts, p. 12 Money, p. 12
	Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Receptive Verbal Concepts, p. 10 Ordinal Position, p. 12
<i>Patterns and Measurement</i>	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	Visual Motor Skills, p. 4
	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	<i>Joins Sets from the CIBS–R or classroom observation</i>
	Begins to make comparisons between several objects based on a single attribute.	Expressive Grammar and Pragmatics, p. 11
	Shows progress in using standard and non-standard measures for length and area of objects.	<i>Quantitative Concepts from the CIBS–R or classroom observation</i>
SCIENCE		
<i>Scientific Skills & Methods</i>	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	<i>Classroom observation</i>
	Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.	Expressive Grammar and Pragmatics, p. 11
	Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.	Expressive Grammar and Pragmatics, p. 11
	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.	<i>Classroom observation</i>
	Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	Expressive Grammar and Pragmatics, p. 11
<i>Scientific Knowledge</i>	Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things and natural processes.	Expressive Grammar and Pragmatics, p. 11
	Expands knowledge of and respect for their body and the environment.	Receptive Body Parts, p. 9
	Develops growing awareness of ideas and language related to attributes of time and temperature.	Expressive Grammar and Pragmatics, p. 11

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Table 5-5. Complete List of Head Start Indicators with Standardized Assessments Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Standardized Assessments Record Book for responses)
Scientific Knowledge (continued)	Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	Expressive Grammar and Pragmatics, p. 11
CREATIVE ARTS		
Music	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	Classroom observation
	Experiments with a variety of musical instruments	Classroom observation
Art	Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	Classroom observation
	Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.	Prints Personal Data, p. 4 Draw a Person, p. 4 Classroom observation
	Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	Work-Related Skills, p. 15 Classroom observation
	Begins to understand and share opinions about artistic products and experiences.	Classroom observation
Movement	Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	Classroom observation
	Shows growth in moving in time to different patterns of beat and rhythm in music.	Classroom observation
Dramatic Play	Participates in a variety of dramatic play activities that become more extended and complex.	Play Skills and Behaviors, p. 16
	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	Play Skills and Behaviors, p. 16
SOCIAL AND EMOTIONAL		
Self-concept	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	Draw a Person, p. 4 Work-Related Skills, p. 15 Personal Data Response, p. 15 Engagement and Initiative, p. 16
	Develops growing capacity for independence in a range of activities, routines, and tasks.	Work-Related Skills, p. 15
	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	Work-Related Skills, p. 15 Engagement and Initiative, p. 16 Engagement and Initiative, p. 16
Self-control	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	Engagement and Initiative, p. 16 Play Skills and Behaviors, p. 16
	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	Engagement and Initiative, p. 16 Engagement and Initiative, p. 16 Play Skills and Behaviors, p. 16

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Table 5-5. Complete List of Head Start Indicators with Standardized Assessments Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Standardized Assessments Record Book for responses)
<i>Self-control (continued)</i>	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	Work-Related Skills, p. 15 Play Skills and Behaviors, p. 16
<i>Cooperation</i>	Increases abilities to sustain interactions with peers by helping, sharing and discussion.	Play Skills and Behaviors, p. 16
	Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	Play Skills and Behaviors, p. 16
	Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.	Engagement and Initiative, p. 16 Play Skills and Behaviors, p. 16
<i>Social Relationships</i>	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	Play Skills and Behaviors, p. 16
	Shows progress in developing friendships with peers.	Play Skills and Behaviors, p. 16
	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	Engagement and Initiative, p. 16
<i>Knowledge of Families and Communities</i>	Develops ability to identify personal characteristics including gender, and family composition.	Expressive/Receptive Objects, p. 8
	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Expressive/Receptive Objects, p. 8
	Develops growing awareness of jobs and what is required to perform them.	Expressive/Receptive Verbs, p. 10
	Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.	Expressive Grammar and Pragmatics, p. 11
APPROACHES TO LEARNING		
<i>Initiative and Curiosity</i>	Chooses to participate in an increasing variety of tasks and activities.	Work-Related Skills, p. 15 Work-Related Skills, p. 15
	Develops increased ability to make independent choices.	Work-Related Skills, p. 15
	Approaches tasks and activities with increased flexibility, imagination, and inventiveness.	Work-Related Skills, p. 15
	Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<i>Classroom observation</i>
<i>Engagement and Persistence</i>	Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.	Work-Related Skills, p. 15
	Demonstrates increasing ability to set goals and develop and follow through on plans.	<i>Classroom observation</i>

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Table 5-5. Complete List of Head Start Indicators with Standardized Assessments Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Standardized Assessments Record Book for responses)
<i>Engagement and Persistence (continued)</i>	Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	Work-Related Skills, p. 15
<i>Reasoning and Problem Solving</i>	Develops increasing ability to find more than one solution to a question, task, or problem.	<i>Classroom observation</i>
	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	Visual Discrimination, p. 13 Work-Related Skills, p. 15
	Develops increasing abilities to classify, compare and contrast objects, events, and experiences.	Visual Discrimination, p. 13
PHYSICAL HEALTH AND DEVELOPMENT		
<i>Fine-Motor Skills</i>	Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.	Visual Motor, p. 4
	Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.	Visual Motor, p. 4
	Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.	Visual Motor, p. 4 Draw a Person, p. 4 Prints Personal Data, p. 4 Writes Numbers in Sequence, p. 4
<i>Gross-Motor Skills</i>	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Walking and Running, p. 5 Jumping and Hopping, p. 5 Stair Climbing, p. 6
	Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	<i>Classroom observation</i>
	Progresses in physical growth, strength, stamina, and flexibility.	<i>Classroom observation</i>
<i>Health Status and Practices</i>	Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.	<i>Classroom observation</i>
	Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	Toileting and Bathing, p. 14
	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	<i>Classroom observation</i>

* Adapted with permission from the Head Start Bureau.
The help of Sunday Taylor, M.A., in constructing this table is gratefully acknowledged.

Table 5-6 is an adaptation of Table 5-5 that shows the same Outcomes Framework with Head Start Indicators. The difference in table 5-6 is that the IED–II assessments listed are for the user who is not deriving standard scores and who will be using the *Developmental Record Book* to record responses. The assessment titles are those used in the IED–II test binder.

Table 5-6. Complete List of Head Start Indicators with Developmental Record Book*

Domain/Element	Indicator	<i>IED–II Assessments (Using Developmental Record Book for responses)</i>
LANGUAGE		
<i>Listening and Understanding</i>	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	Quantitative Concepts, p. 17 Directional/Positional Concepts, p. 18 Verbal Directions, p. 14 Colors, p. 17 Shape Concepts, p. 17
	Shows progress in understanding and following simple and multiple-step directions	Body Parts, p. 16 Verbal Directions, p. 14 Colors, p. 17
	Understands an increasingly complex and varied vocabulary	Quantitative Concepts, p. 17 Directional/Positional Concepts, p. 18 Body Parts, p. 16 Picture Vocabulary, p. 13 Verbal Directions, p. 14 Ordinal Position, p. 28 Recognition of Money, p. 29 Colors (Pointing to), p. 17 Numeral Comprehension, p. 28
	For non-English-speaking children, progresses in listening to and understanding English.	Quantitative Concepts, p. 17 Directional/Positional Concepts, p. 18 Body Parts, p. 16 Picture Vocabulary, p. 15 Verbal Directions, p. 14 Ordinal Position, p. 28 Recognition of Money, p. 29 Colors (Pointing to), p. 17 Numeral Comprehension, p. 28
<i>Speaking and Communicating</i>	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.	General Speech and Language Development, p. 13 Quantitative Concepts, p. 17 Directional/Positional Concepts, p. 18 Knows Use of Objects, p. 19 Knows What to Do in Different Situations, p. 18 Knows Function of Community Helpers, p. 19
	Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	Knows Use of Objects, p. 19 General Speech and Language Development, p. 13
	Uses an increasingly complex and varied spoken vocabulary	Knows Use of Objects, p. 19 General Speech and Language Development, p. 13 Picture Vocabulary, p. 15 Colors, p. 17 Recognition of Money, p. 29 Sentence Memory , p. 15
	Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	General Speech and Language Development, p. 13 Length of Sentences, p. 14

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Table 5-6. Complete List of Head Start Indicators with Developmental Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Developmental Record Book for responses)
<i>Speaking and Communicating</i> (continued)	For non-English-speaking children, progresses in speaking English.	Knows Use of Objects, p. 19 Picture Vocabulary, p. 15 Colors, p. 17 Recognition of Money, p. 29 Sentence Memory, p. 15 General Speech and Language Development, p. 13
LITERACY		
Phonological Awareness	Shows increasing ability to discriminate and identify sounds in spoken language.	Auditory Discrimination, p. 26
	Shows growing awareness of beginning and ending sounds of words.	Auditory Discrimination, p. 26
	Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	Auditory Discrimination, p. 26 Matches Initial Consonants with Pictures, p. 26
	Shows growing ability to hear and discriminate separate syllables in words.	Sentence Memory, p. 15 General Speech and Language Development, p. 13
	Associates sounds with written words, such as awareness that different words begin with the same sound	Auditory Discrimination, p. 26
Book Knowledge and Appreciation	Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.	Response To and Experience with Books, p. 16
	Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	Response To and Experience with Books, p. 16
	Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	Response To and Experience with Books, p. 16
	Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.	Response To and Experience with Books, p. 16
	Print Awareness and Concepts	Shows increasing awareness of print in classroom, home, and community settings.
Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.		Reads Common Signs, p. 25

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Table 5-6. Complete List of Head Start Indicators with Developmental Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Developmental Record Book for responses)
Print Awareness and Concepts (continued)	Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	Visual Discrimination, p. 23 Reads Common Signs, p. 25 <i>Readiness for Reading</i> (from the CIBS–R) or classroom observation
	Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	Reads Common Signs, p. 25
	Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	<i>Readiness for Reading</i> (from the CIBS–R) Visual Discrimination, p. 23 Prints Personal Data, p. 27 Reads Common Signs, p. 25
Early Writing	Develops understanding that writing is a way of communicating for a variety of purposes.	Prints Personal Data, p. 27 Draw a Person, p. 8
	Begins to represent stories and experiences through pictures, dictation, and in play.	Draw a Person, p. 8
	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	<i>Classroom observation</i>
	Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	Prehandwriting, p. 8 Forms, p. 8 Prints Personal Data, p. 27 Prints Uppercase Letters, p. 27 Prints Lowercase Letters, p. 27 Quality of Printing, p. 27
Alphabet Knowledge	Shows progress in associating the names of letters with their shapes and sounds	Visual Discrimination, p. 23 Lowercase Letters, p. 24 Uppercase Letters, p. 24
	Increases in ability to notice the beginning letters in familiar words.	Personal Data Response, p. 14 Reads Common Signs, p. 25 Matches Initial Consonants with Pictures, p. 26
	Identifies at least 10 letters of the alphabet, especially those in their own name.	Prints Personal Data, p. 27 Lowercase Letters, p. 24 Uppercase Letters, p. 24
	Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	Visual Discrimination, p. 23 Lowercase Letters, p. 24 Uppercase Letters, p. 24 Matches Initial Consonants with Pictures, p. 26 Substitutes Initial Consonant Sounds, p. 26
MATHEMATICS		
Number and Operations	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	Number Concepts, p. 28 Rote Counting, p. 28 Numeral Comprehension, p. 28 Reads Numerals, p. 28

(continues)

Table 5-6. Complete List of Head Start Indicators with Developmental Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Developmental Record Book for responses)
Number and Operations (continued)	Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	Numerals in Sequence, p. 28 Number Concepts, p. 28 Rote Counting, p. 28 Numeral Comprehension, p. 28 Writes Following and Preceding Numerals, p. 29
	Develops increasing ability to count in sequence to 10 and beyond.	Number Concepts, p. 28 Rote Counting, p. 28 Numeral Comprehension, p. 28
	Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	Number Concepts, p. 28 Rote Counting, p. 28 Numeral Comprehension, p. 28
	Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	<i>Quantitative Concepts from the CIBS–R</i>
	Develops increased abilities to combine, separate, and name “how many” concrete objects.	<i>Joins Sets from the CIBS–R or classroom observation</i> Number Concepts, p. 28 Numeral Comprehension, p. 28
Geometry and Spatial Sense	Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	Visual Discrimination, p. 23
	Progresses in ability to put together and take apart shapes.	<i>Classroom observation</i>
	Begins to be able to determine whether or not two shapes are the same size and shape.	Visual Discrimination, p. 23
	Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.	Colors, p. 17 Number Concepts, p. 28 Recognition of Money, p. 29
	Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	Verbal Directions, p. 14 Ordinal Position, p. 28 Directional/Positional Concepts, p. 18
Patterns and Measurement	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	Forms, p. 8
	Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	<i>Joins sets from the CIBS–R or classroom observation</i>
	Begins to make comparisons between several objects based on a single attribute.	General Speech and Language Development, p. 13
	Shows progress in using standard and non-standard measures for length and area of objects.	<i>Quantitative Concepts from the CIBS–R or classroom observation</i>

(continues)

Table 5-6. Complete List of Head Start Indicators with Developmental Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Developmental Record Book for responses)
SCIENCE		
<i>Scientific Skills & Methods</i>	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	<i>Classroom observation</i>
	Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.	<i>Classroom observation</i>
	Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.	<i>Classroom observation</i>
	Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.	<i>Classroom observation</i>
	Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	<i>Classroom observation</i>
<i>Scientific Knowledge</i>	Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things and natural processes.	<i>Classroom observation</i>
	Expands knowledge of and respect for their body and the environment.	Body Parts, p. 16
	Develops growing awareness of ideas and language related to attributes of time and temperature.	Time, p. 30
	Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	<i>Classroom observation</i>
CREATIVE ARTS		
<i>Music</i>	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	<i>Classroom observation</i>
	Experiments with a variety of musical instruments	<i>Classroom observation</i>
<i>Art</i>	Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	<i>Classroom observation</i>
	Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.	Prints Personal Data, p. 27 Draw a Person, p. 8 <i>Classroom observation</i>
	Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	Initiative and Engagement, p. 22 <i>Classroom observation</i>
	Begins to understand and share opinions about artistic products and experiences.	<i>Classroom observation</i>

(continues)

Table 5-6. Complete List of Head Start Indicators with Developmental Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Developmental Record Book for responses)
<i>Movement</i>	Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	<i>Classroom observation</i>
	Shows growth in moving in time to different patterns of beat and rhythm in music.	<i>Classroom observation</i>
<i>Dramatic Play</i>	Participates in a variety of dramatic play activities that become more extended and complex.	Play Skills and Behaviors, p. 21
	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	Play Skills and Behaviors, p. 21
SOCIAL AND EMOTIONAL		
<i>Self-concept</i>	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	Draw a Person, p. 8 Initiative and Engagement, p. 22 Personal Data Response, p. 14
	Develops growing capacity for independence in a range of activities, routines, and tasks.	Initiative and Engagement, p. 22
	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	Initiative and Engagement, p. 22 General Social and Emotional Development, p. 20
<i>Self-control</i>	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	General Social and Emotional Development, p. 20
	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	General Social and Emotional Development, p. 20
	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	Initiative and Engagement, p. 22 General Social and Emotional Development, p. 20
<i>Cooperation</i>	Increases abilities to sustain interactions with peers by helping, sharing and discussion.	Play Skills and Behaviors, p. 21
	Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	Play Skills and Behaviors, p. 21
	Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.	Play Skills and Behaviors, p. 21 General Social and Emotional Development, p. 20
<i>Social Relationships</i>	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	Play Skills and Behaviors, p. 21 General Social and Emotional Development, p. 20
	Shows progress in developing friendships with peers.	General Social and Emotional Development, p. 20

(continues)

Table 5-6. Complete List of Head Start Indicators with Developmental Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Developmental Record Book for responses)
<i>Social Relationships (continued)</i>	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	General Social and Emotional Development, p. 20
<i>Knowledge of Families and Communities</i>	Develops ability to identify personal characteristics including gender, and family composition.	Picture Vocabulary, p. 15
	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	Picture Vocabulary, p. 15
	Develops growing awareness of jobs and what is required to perform them.	Knows Function of Community Helpers, p. 19
	Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.	<i>Classroom observation</i>
APPROACHES TO LEARNING		
<i>Initiative and Curiosity</i>	Chooses to participate in an increasing variety of tasks and activities.	Initiative and Engagement, p. 22
	Develops increased ability to make independent choices.	Initiative and Engagement, p. 22
	Approaches tasks and activities with increased flexibility, imagination, and inventiveness.	Initiative and Engagement, p. 22
	Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<i>Classroom observation</i>
<i>Engagement and Persistence</i>	Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.	Initiative and Engagement, p. 22
	Demonstrates increasing ability to set goals and develop and follow through on plans.	<i>Classroom observation</i>
	Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	Initiative and Engagement, p. 22
<i>Reasoning and Problem Solving</i>	Develops increasing ability to find more than one solution to a question, task, or problem.	<i>Classroom observation</i>
	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	Initiative and Engagement, p. 22
	Develops increasing abilities to classify, compare and contrast objects, events, and experiences.	Visual Discrimination, p. 23 Classifying, p. 18

(continues)

Table 5-6. Complete List of Head Start Indicators with Developmental Record Book* (continued)

Domain/Element	Indicator	IED–II Assessments (Using Developmental Record Book for responses)
PHYSICAL HEALTH AND DEVELOPMENT		
<i>Fine-Motor Skills</i>	Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.	General Eye/Finger/Hand Manipulative Skills, p. 7 Cutting with Scissors, p. 8 Prehandwriting, p. 8 Forms, p. 8
	Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.	Forms, p. 8 General Eye/Finger/Hand Manipulative Skills, p. 7 Cutting with Scissors, p. 8
	Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.	Forms, p. 8 Draw a Person, p. 8 Prints Personal Data, p. 27 Numerals in Sequence, p. 28
<i>Gross-Motor Skills</i>	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	Walking, p. 4 Stairs and Climbing, p. 4 Running, p. 4 Jumping, p. 5 Hopping, p. 5
	Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	<i>Classroom observation</i> Kicking, p. 5 Catching, p. 6 Rolling and Throwing, p. 6
	Progresses in physical growth, strength, stamina, and flexibility.	<i>Classroom observation</i>
<i>Health Status and Practices</i>	Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.	<i>Classroom observation</i>
	Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	Toileting, p. 11 Bathing, p. 11 Grooming, p. 11 Feeding/Eating, p. 19
	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	<i>Classroom observation</i> Knows What to Do in Different Situations, p. 18

* Adapted with permission from the Head Start Bureau.
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