

Appendix A:
Child Outcome Standards Table

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Arizona Early Childhood Education Standards	Arizona Department of Education (2003)	AZ	"...to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades."	3-4 yrs.	<p>There are six domains with standards in each domain:</p> <ol style="list-style-type: none"> 1) language and literacy 2) mathematics 3) science 4) physical development 5) health and safety 6) social and emotional development 7) the arts 	Aligned with Arizona's K-12 standards.	Not specified.	The standards present a broad range of skill development and are designed to provide a useful instructional foundation for educators of special needs students. In some cases, children with disabilities may require additional accommodations and modifications of the standards in order to benefit from them.
Arkansas Early Childhood Framework: Benchmarks with Strategies/Activities for Three and Four Year Old Children	Arkansas Division of Child Care and Early Childhood Education (1999)	AR	"...to shape and guide quality programs in early childhood education and to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K-12 frameworks."	3-4 yrs.	<p>There are five Learning Strands with Benchmarks listed for each strand. The five Learning Strands are:</p> <ol style="list-style-type: none"> 1) social/emotional development 2) creative/aesthetic learning 3) cognitive/intellectual learning 4) physical development 5) language 	Aligned with Arkansas K-12 standards.	The Developmental Rating Scale (Arkansas Division of Child Care and Early Childhood Education) is aligned with benchmarks in the Early Childhood Education Framework, the Arkansas K-4 Curriculum Framework, and Arkansas' School Readiness Indicators. The Creative Curriculum Child Development and Learning Checklist was a primary resource for creating the Developmental Rating Scale.	Adaptations for children with special needs are included in this framework. The strands and development benchmarks identified under each strand apply to all children; however, suggested strategies/activities to promote development in the strands include those that apply specifically to children with special needs. It is noted in the framework that "it may be necessary to make additional modifications based on the needs of the children enrolled in a particular program." For special education assessment, Arkansas has comprehensive evaluations, curriculum-based assessments, and quarterly progress documents on IEPs. Arkansas also has Program Guidelines for Children with Disabilities, Ages 3-21, that provide assessment guidelines for early childhood special education.
Desired Results for Children and Families	California Department of Education (CDE), Child Development Division (CDD) (2001)	CA	<p>"...to answer the following questions on an ongoing and periodic basis...</p> <p>a) To what extent are CDD programs achieving desired results for children and families? b) To what extent are programs in compliance with program performance standards? c) What system modifications are needed to support the achievement of desired results for children and families?</p> <p>...Using this information, system wide program improvement efforts can then be targeted to maximize benefits to children and families."</p>	Birth-12 yrs.	<p>There are four desired results (defined as a condition of well being for children and/or families) with indicators (defines a desired result more specifically so that it can be measured) listed for each desired result. The four desired results for children are:</p> <ol style="list-style-type: none"> 1) Children are personally and socially competent 2) Children are effective learners 3) Children show physical and motor competence 4) Children are safe and healthy <p>The system also includes two desired results for families.</p>	Aligned with California K-12 content and performance standards.	The Desired Results Developmental Profile (DRDP) is a structured observation tool for teachers to record individual progress toward the achievement of desired results for children. The DRDP includes measures that correspond with each of the four desired results for children. The measures listed for children are grouped into developmental themes (i.e., "self-awareness," "healthy habits," "number concepts"). The measures listed for each developmental theme are intended to be used in combination with other ongoing means of monitoring children's progress, such as staff and parent observations, portfolio assessment, anecdotal records and the use of formal developmental assessment tools. The California Department of Education is currently conducting a validation study of the DRDP instruments. Revised versions will include descriptions of discrete levels of development for each developmental theme, and as such, reflect curriculum-embedded assessment.	Desired Results has a parallel system for children with disabilities. The CDE, Special Education Division (SED) initiated a new approach for ensuring the quality of services to young children with disabilities by establishing the Desired Results: Access for Children with Disabilities (DR Access) Project. The purpose of the project is to develop and implement a system for measuring the progress of young children with disabilities, birth to 5 years of age, who are being served in CDE programs, aligned with the CDD's Desired Results for Children and Families. The DR Access Project developed a system of adaptations that can be used with the DRDP so that the same observational system can be used for children with and without disabilities to document child progress and facilitate program improvements.

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Building Blocks to Colorado's Content Standards	Colorado Department of Education (CDE) (2000)	CO	<p>"The Building Blocks to Colorado's Content Standards were developed for multiple purposes:</p> <p>1) connection of early childhood education to the K-12 Content Standards; 2) advocacy for appropriate teaching strategies; and 3) provision of a tool to support awareness and understanding of early childhood foundational skills.</p> <p>Parents and teachers in various early childhood settings can use this document."</p>	2.5-5 yrs.	<p>The Building Blocks address:</p> <p>1) mathematics (numeracy), 2) reading and writing (literacy), 3) science, and 4) the arts.</p> <p>The system lists and describes the Colorado Content Standards for the K-12 system. Each standard is then coupled with an Early Childhood Foundation for each standard - statements that reflect the types of experiences and interactions preschool learners need to develop the foundation for attaining the standards (includes building blocks for learning, steps for getting there, and examples).</p>	Aligned with the Colorado K-12 content standards.	The CDE is collaborating with the University of Colorado at Denver on a demonstration project called "Bridging the Gap" to pilot an evaluation model that will align with early childhood special education and data collection and analysis for Part B.	Colorado's Content Standards note that: "Special educators who are required to tie goals and objectives from a child's Individualized Education Plan (IEP) to state content standards can also reference [these Building Blocks for Learning]." Specific adaptations or strategies for adapting these content standards for children with special needs are not included in this document.
The Connecticut Framework: Preschool Curricular Goals and Benchmarks	Connecticut State Board of Education (CSBE) (1999)	CT	"...to ensure that all of the state's preschool-age children, including children with disabilities, are afforded an opportunity to participate in a high-quality preschool education."	3-4 yrs.	<p>The framework includes four Domains of Development with Program Goals & Content Standards listed for each Domain. The four Domains include:</p> <p>1) personal & social development 2) physical development 3) cognitive development (logical-mathematical/scientific thinking, language and literacy) 4) creative expression/aesthetic development</p>	<p>The Framework is aligned with CT's K-12 Curriculum Standards. The document incorporates perspectives from various resources, including the Head Start Performance Standards, the NAEYC standards, other states' standards, and nationally recognized assessment protocols such as the Work Sampling System, Child Observation Record. The SERVE report (Scott et al, 2003) mentions that many of the states referenced CT's standards when developing their own.</p>	The CSBE is in the process of piloting a document [the Preschool Assessment Framework (PAF) - and Preschool Assessment Framework: Performance Standards and Description of Benchmarks for Children 3-5, Draft 2003] that monitors child progress, identifies child outcomes, and is aligned with the curricular goals and benchmarks. These profiles will allow preschool teachers to measure the outcomes of children in relationship to benchmarks and will inform kindergarten teachers.	Program staff may modify or adapt the CT Framework to accommodate diversity of learners and individual students with disabilities. The document is intended to serve as one set of early childhood learning benchmarks for all young children.
Delaware Early Learning Foundations for School Success	Delaware Department of Education (2003)	DE	"...to create a framework for learning opportunities that provides information to parents and educators to support each child's developmental growth."	4 yrs.	<p>The Foundations document is organized by seven developmental domains:</p> <p>1) language development 2) mathematics 3) science 4) creative arts 5) emotional and social development 6) approaches to learning 7) physical health and development</p>	<p>The domains in the Learning Foundations correspond to domains included in the Head Start Child Outcomes Framework. Foundations are also aligned with Delaware's K-12 standards.</p>	Not specified.	Not specified.
Florida School Readiness Performance Standards for Three-, Four- and Five-Year-Old Children	Florida Partnership for School Readiness (2002)	FL	"...[to] provide a map from which early childhood professionals can ascertain the developmental 'road' children will travel on their way to kindergarten."	3-5 yrs.	<p>The Florida Standards are grouped around six areas of children's development:</p> <p>1) physical health 2) approaches to learning 3) social and emotional development 4) language and communication 5) cognitive development and general knowledge 6) motor development</p>	<p>Standards for three- and four-year-olds are aligned with the Head Start Performance Standards. Standards five-year-olds are aligned with the Sunshine State Standards (K-12) and the Statutory Checklist found in the Florida School Readiness Performance Standards.</p>	<p>Recommendations for assessing Pre-k through 3rd grade adopted by the Florida Partnership for School Readiness include the Early Screening Inventory - Kindergarten (ESI-K) and either the "Ready-for-School Behavioral Screener" or the Work Sampling System, as selected by local districts. Local districts may also select a pre- and post-measure for use by individual preschool/school readiness programs, such as the Ages and Stages Series.</p>	The document is reportedly inclusive of children with disabilities but does not list specific strategies for adaptations/accommodations.

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Georgia's Pre-K Program Content Standards	Georgia Office of School Readiness (Revised 2003)	GA	"...to reflect current educational research and to align with Georgia's Quality Core Curriculum (QCC)... provide the foundation for instruction in all Georgia Pre-K classrooms... for planning instruction and assessing growth and development."	4 yrs.	The standards are divided into seven curriculum areas: 1) language and literacy 2) mathematics 3) science 4) social studies 5) creative expression 6) social and emotional 7) physical development	Aligned with Georgia's Quality Core Curriculum	Georgia requires teachers to maintain a portfolio for each child (including anecdotal records, curriculum assessment, and standardized tools).	Not specified.
Pre-K and Kindergarten Academic Standards	Georgia State University, Metropolitan Atlanta P-16 Community Council in collaboration with the Office of School Readiness (OSR) (1999)	GA	"...to provide guidance for parents, teachers, and administrators as they develop the foundation necessary for young children to be successful not only during their early years of learning, but throughout their educational careers."	Prek-k	The Academic Standards include 28 content standards in the following five subject areas: 1) language arts; 2) mathematics; 3) science; 4) social studies; and 5) visual and performing arts.	The standards document was prepared based on national standards, the Standards of Quality Pre-Kindergarten Programs and the Georgia Pre-Kindergarten Program Learning Goals published by OSR, and the Quality Core Curriculum mandated by the Georgia Department of Education.	Georgia requires teachers to maintain a portfolio for each child. In the Pre-K and Kindergarten Academic Standards, there are model assessments accompanying each subject area. The model assessments were designed to be used as templates or examples for developing additional classroom assessments, and provide the basis for a portfolio system.	Not specified.
Georgia Pre-Kindergarten Program Learning Goals, Office of School Readiness (OSR)	Georgia Office of School Readiness (2001)	GA	"...to provide a developmentally appropriate preschool program emphasizing growth in language and literacy, math concepts, science, arts, physical development, and personal and social competence."	4 yrs.	The Learning Goals contain 23 standards in the following six subject areas: 1) language development 2) mathematical development 3) scientific development 4) creative development 5) physical development 6) social and emotional development	Aligned with the Georgia Pre-K and Kindergarten Academic Standards.	Georgia requires teachers to maintain a portfolio for each child. This system includes guidance on how to document student achievement of each content standard.	Not specified.
Idaho Early Learning Standards: A Resource Guide	Idaho State Department of Education (Draft, 2003)	ID	"...to provide a framework for understanding and communicating a set of developmentally appropriate expectations for young children with a context of shared responsibility and accountability for helping children meet these expectations."	3-4 yrs.	The Early Learning Standards include six domains: 1) health 2) humanities 3) language arts/communication 4) mathematics 5) science 6) social studies	Aligned with Idaho's K-12 standards.	Not specified.	The document states that it is intended for all students and that "the primary purpose of the 2002 Idaho Early Childhood Standards Workgroup was to develop early childhood education standards to meet the IDEA requirements."
Resources on Early Learning: Illinois Early Learning Standards	Illinois State Board of Education (2002)	IL	"...to provide teachers and caregivers useful information that is directly needed as part of their daily classroom work."	3-5 yrs.	The Learning Standards include eight content areas: 1) language arts 2) mathematics 3) science 4) social science 5) physical development and health 6) fine arts 7) foreign languages 8) social emotional development	Parallels the content of the Illinois Learning Standards for K-12 education; also aligned with the Illinois Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs	Not specified.	Not specified.

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Foundations for Young Children to the Indiana Academic Standards	Indiana Department of Education (2002)	IN	"...[to] support teachers, parents, and caregivers as they develop appropriate experiences for young children to help ensure success in kindergarten."	3-5 yrs.	<p>Foundations are listed in the seven following content areas:</p> <ol style="list-style-type: none"> 1) English/language arts 2) social studies 3) mathematics 4) science 5) physical education 6) health 7) the arts <p>Note: The State of Indiana lists three outcomes for children receiving Part C services:</p> <ol style="list-style-type: none"> 1. Children attain essential and important developmental skills; 2. Children participate in inclusive community activities, settings, and routines; and 3. Children (and families) are safe, healthy, and well-nourished. 	Aligned with the Indiana Academic Standards	Not specified.	Information on adaptations for exceptional learners (e.g., strategies and techniques) are included in this document.
Louisiana Standards for Programs Serving Four-Year-Old Children (LA4)	Louisiana Department of Education (2002, Draft)	LA	"...to provide a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each pre-kindergarten child... [and] to assist teachers in providing children with the foundational experiences to support later achievement of the K-12 content standards."	4 yrs.	<p>Standards are listed under five developmental domains:</p> <ol style="list-style-type: none"> 1) cognitive development (mathematical, scientific and social studies development) 2) creative arts development 3) health and physical development 4) social and emotional development 5) language and literacy development 	Aligned with K-4 content standards, ECERS-R, Head Start Performance Standards, NAEYC, and Head Start Child Outcomes.	LA4 (Louisiana Statewide Prek Program) requires teachers to maintain portfolios for each child. Portfolios contain but are not limited to: work samples, anecdotal records, checklists and inventories, parent conference notes, health and screening reports, and referral records.	A list of accommodations for children with special needs are included within each domain and cognitive development sub-domains.
Learning Results	Maine Department of Education (1997)	ME	"...[to] express what students should know and be able to do at various checkpoints during their education.... to provide teachers and parents with guidance to improve an existing education system that is already working well for many students in most Maine communities."	4 yrs.	<p>Standards are listed under the following eight areas of learning:</p> <ol style="list-style-type: none"> 1) English/language arts 2) health and physical education 3) modern and classical languages 4) mathematics, science and technology 5) social studies 6) structural processes for shaping 7) visual and performing arts 	The Learning Results covers Prek through Grade 12 in one document.	The Learning Results are aligned with the Maine Assessment Portfolio (MAP). The MAP provides evidence of student performance regarding specified content standards.	The Learning Results document states that a continuum of services and appropriate adaptations and modifications will be available to students with disabilities.
Early Childhood Standards for Programs for Three- and Four-Year-Olds	Massachusetts Board of Education (2001, Draft)	MA	"...to ensure that young children have opportunities to participate in a multitude of experiences that provide foundations for learning in various disciplines."	3-4 yrs.	<p>Guidelines are listed for each of the following four content areas:</p> <ol style="list-style-type: none"> 1) English language arts 2) mathematics 3) science and technology/engineering 4) history and social sciences <p>Guidelines in the content areas of the arts, health, and foreign language have not yet been developed.</p>	Aligned with the Massachusetts Curriculum Frameworks.	School districts that choose to assess children prior to kindergarten select their own instruments.	While the following excerpt is included in the Program Standards section of the document, strategies for adapting the curriculum experiences for children with special needs were not available on-line: "These [Standards] have been developed based on the needs of three- and four-year old children, and reflect the importance of the inclusion of children with disabilities in all program activities with their peers. It is important that programs consult other documents that may influence how these recommendations are fulfilled."
Minnesota Early Childhood Indicators of Progress: A Resource Guide	Minnesota Department of Children, Families, and Learning (2000)	MN	"...a framework for understanding and communicating a common set of developmentally appropriate expectations for young children approximately four years old, presented within a context of shared responsibility and accountability for helping children meet these expectations... Provides a direction for authentic assessment of young children."	4 yrs.	<p>There are six domains with three to five components each that describe indicators of children's progress in gaining concepts, knowledge and skills. The six domains are:</p> <ol style="list-style-type: none"> 1) personal and social development 2) approaches to learning 3) language development and communication 4) creativity and the arts 5) cognitive development 6) physical development 	Not specified.	Minnesota does not have a required assessment procedure for pre-kindergarten students. The state defines authentic assessment and provides examples of authentic assessments such as the Work Sampling System of Child Assessment and the Child Observation Record.	Not specified.

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Mississippi Pre-kindergarten Curriculum Including Benchmarks, Informal Assessments and Suggested Teaching Strategies	Mississippi Department of Education (2001)	MS	"...to ensure that children enter kindergarten with the conceptual understandings necessary to be successful learners.... [and] should be utilized to assist teachers in making informed instructional decisions and is not to be used for promotion/retention purposes."	4 yrs.	This framework includes 5 content areas with benchmarks listed for each content area. The 5 content areas are: 1) language development 2) mathematics language development 3) social/emotional development 4) physical development 5) scientific investigation	Not specified.	The Mississippi Pre-k Curriculum suggests assessing pre-k skills through the use of a variety of techniques and procedures including checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments. Included in the Curriculum is a section which provides "Guiding Questions" that can help teachers assess children's progress in each of the content areas.	Not specified.
Missouri Pre-K Literacy Standards	Missouri Department of Elementary and Secondary Education, Early Childhood Section (2001)	MO	"...broad descriptions of what most children should know and be able to do by the time they enter kindergarten. [The Standards] are not a curriculum but a framework for communicating a shared set of expectations for preschool children in the fields of literacy and social and emotional development."	4 yrs.	The standards include the following content components of literacy: symbolic development, spoken/expressive language, listening/receptive language, written language, knowledge of print and books, and sounds of language (phonological awareness). The standards include the following content components of social and emotional development: knowledge of self; knowledge of others; and approaches to learning. Math Standards are currently under development.	Not specified.	The system includes the School Entry Profile - Preschool Assessment, which is a profile on each child completed by the teacher at the end of the school year from a compilation of observation notes.	Not specified.
Early Childhood Education Program Expectations: Standards of Quality	New Jersey State Department of Education (2002)	NJ	"...sets a standard for learning outcomes and becomes the benchmark for determining how effectively the classroom curriculum is being implemented."	3-4 yrs.	New Jersey has eight domains with expectations listed under each domain. The eight domains are: 1) language arts/literacy 2) mathematics 3) science 4) social studies 5) social/emotional development 6) creative arts 7) health, safety, and physical education 8) world languages	Aligned with New Jersey's Core Curriculum Content Standards.	Not specified.	Not specified.
Early Literacy Guidance Prekindergarten - Grade 3	The University of the State of New York & The State Education Department (2002)	NY	"...to provide teachers with additional specificity regarding the early literacy skills that students should know and be able to demonstrate in prekindergarten. To adhere to the national reading goal that all children will be able to read independently and well by the end of grade 3."	4 yrs.	Early Literacy Competencies are organized by grade level. For the purposes of this document, only the four pre-kindergarten competencies are included: 1) reading 2) writing 3) listening 4) speaking	Aligned with New York's English Language Arts Standards and the <i>Report of the National Reading Panel</i> (2000).	Not specified.	Not specified.
Prekindergarten Early Learning Content Standards	Ohio Department of Education (2002)	OH	"...[to] be used to guide curriculum and instructional planning and implementation."	4 yrs.	Pre-kindergarten standards for English language arts and mathematics were adopted by the State Board of Education in June of 2003. Ten standards are listed for English language arts and six standards are listed for mathematics. Science and social studies standards are in draft form.	Aligned with the Academic K-12 Content Standards and Head Start Child Outcomes.	Teachers collect data through natural observation. Galileo, a computer-based assessment tool, is used to organize data. System assesses progress towards state mandated achievement tests.	Ohio is currently refining Galileo to address issues for alternate assessment of students who have complex disabilities.

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Prekindergarten Curriculum Guidelines	Oklahoma State Department of Education (2003)	OK	"...intended to be a recommended curriculum for children attending early childhood programs in Oklahoma."	4 yrs.	Standards are listed for each of the following developmental areas:	Not specified.	Not specified.	The guidelines state that the environment should be modified and adapted to promote the participation, engagement, and learning of all children.
					<ol style="list-style-type: none"> 1) approaches to learning 2) creative skills 3) language arts 4) mathematics 5) health, safety, and physical development 6) science 7) social and personal skills 8) social studies 			
Early Childhood Learning Continuum Indicators	Pennsylvania Department of Education & Pennsylvania Association of Intermediate Units (2001)	PA	"...intended to be a guide for educators to design curriculum, instruction, and assessments that focus on learners achieving specific skills that are needed to achieve academic standards."	4 yrs.	The Prekindergarten Curriculum Guidelines were approved by the State Board of Education in July of 2003.	Aligned with the Pennsylvania Academic Standards	Not specified.	Not specified.
					Indicators include:			
Rhode Island Early Learning Standards	Rhode Island Department of Elementary and Secondary Education (2002)	RI	"...intended to provide guidance for families, teachers, and administrators on what children should know and be able to do as they enter kindergarten...[and] should be used to guide development of curriculum."	4 yrs.	Rhode Island has eight domains and learning goals and definitions (categories of knowledge and skills) within each of the following domains:	The RI Department of Education states that there is an overlap with areas of learning identified in the Head Start Child Outcomes Framework. The early learning standards are part of a continuum with the RI K-12 standards.	Not specified.	The Early Learning Standards are intended to be inclusive of all children - English language learners, children with special health care needs, children with disabilities, and children who are typically developing - recognizing that children may meet the Standards at different times and in different ways.
					<ol style="list-style-type: none"> 1) approaches to learning 2) social and emotional development 3) language development and communication 4) literacy 5) mathematics 6) science 7) creativity 8) physical health and development 			
South Carolina Curriculum Standards	South Carolina State Department of Education, Office of Curriculum and Standards (Math -2000; Language Arts 2002)	SC	"...are meant to serve two purposes: they specify what should be taught and learned by all students in a grade, and they designate what should be assessed by South Carolina's teachers and by the State at each grade level. The standards should direct the selection of instructional materials, professional development, and preservice education."	4 yrs.	The South Carolina Curriculum documents list standards for English, language arts, and mathematics.	South Carolina's standards for Pre-k are aligned with its standards for Kindergarten through Grade 8. The Mathematics Standards are based on the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics.	The English Language Arts Curriculum Standards are correlated with the South Carolina Readiness Assessment (SCRA).	Not specified.
Prekindergarten Curriculum Guidelines	Texas Education Agency (1999)	TX	"...to help educators make informed decisions about curriculum content for prekindergarten children... also delineate the content that children are to learn and what they should be able to achieve... provide a means to align the prekindergarten programs with the Texas Essential Knowledge and Skills (TEKS)."	3-4 yrs.	Guidelines are listed for the following content areas:	The guidelines provide a means to align the prekindergarten programs with the Texas Essential Knowledge and Skills.	Not specified.	The document states that "children with disabilities may need accommodations and modifications of the guidelines in order to benefit from them."
					<ol style="list-style-type: none"> 1) language and early literacy 2) mathematics 3) science 4) social studies 5) fine arts 6) health and safety 7) personal and social development 8) physical development 9) technology applications 			

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Early Childhood Standards (Guidelines)	Utah State Office of Education (2000)	UT	"...to support those adults who work with [three- and four-year-old] children in establishing appropriate activities for the children in their care."	3-4 yrs.	The Early Childhood Standards contain 29 content standards within five subject areas: 1) social/emotional 2) language and literacy 3) cognitive (math and science) 4) aesthetic (music, visual art, drama, and dance) 5) motor	Not specified.	A PreKindergarten Assessment (38 items that examine literacy and numeracy skills) is available.	Not specified.
Vermont's Framework of Standards and Learning Opportunities	State of Vermont, Department of Education (2000)	VT	"...to improve student learning by the following ways: to provide a structure from which standards-based district, school, and classroom curriculum can be developed, organized, implemented, and assessed; to provide the basis for the development of a state, local, and classroom comprehensive assessment system; and to make explicit what may be included in statewide assessments of student learning."	4 yrs.	Standards are listed under the following developmental areas: 1) communication 2) reasoning and problem solving 3) personal development 4) civic and social responsibility 5) arts, language and literature 6) history and social sciences 7) science, mathematics, and technology	Vermont's Framework covers Prek through Grade 12 in one document.	Assessment for this age group is established at the local level. The Teacher's Toolbox for Using the Vermont Standards in Early Education recommends the use of checklists and rubrics to assess preschoolers (e.g., modeled after rubrics such as the Vermont High School Mathematics Portfolio Scoring Guide and Benchmarks).	The appendix of the VT document states that the document is intended to be used for all students, although students with severe disabilities may require accommodations.
Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics	Virginia Department of Education (2003)	VA	"...to provide early childhood educators a set of basic guidelines in literacy and mathematics with indicators of success for entering kindergarten. It is intended to be used as a tool for early childhood educators in developing curriculum and meaningful classroom activities."	4 yrs.	Virginia's Foundation Blocks contains six foundation blocks in literacy and six foundation blocks in mathematics.	Aligned with Virginia's Kindergarten Standards of Learning.	Aligned with Virginia's Phonological Awareness Literacy Screening.	Not specified.
Framework for Achieving the Essential Academic Learning Requirements in Reading, Writing, and Communication: Birth to Five Years	Washington - Office of the Superintendent of Public Instruction (2000)	WA	"...to identify characteristics of young children in the areas of verbal communication, reading, and writing... designed to assist early care and education providers in planning and implementing early learning opportunities that will help young children for later success in meeting the essential academic learning requirements in reading, writing and communication."	Birth-5 yrs.	The Framework focuses on three subject areas: reading, writing, and communication.	Aligned with the Head Start Performance Standards and the Washington State Essential Academic Learning Requirements (EALRs).	Program standards for the Early Childhood Education and Assistance Program (ECEAP) require teachers to establish an ongoing process of observing, recording, and documenting developmental growth and progress. The Framework provides suggested tools for assessing and recording each characteristic.	Not specified.
Early Childhood Readiness Standards	Wyoming Department of Education (2002)	WY	"...to provide early childhood educators with a framework to use in planning quality curriculum by identifying the skills (indicators) needed to maximize the potential for school success and promote a smooth transition to kindergarten."	3-5 yrs.	Standards are listed under the following content areas: 1) language 2) literacy 3) social emotional development 4) approaches to learning 5) mathematics 6) science 7) physical health and development 8) creative arts	The Early Childhood Readiness Standards incorporated information and perspectives from various sources, including the Head Start Outcomes Framework, the Wyoming Department of Education K-12 Common Core Standards, and standards from other states, including Connecticut, Colorado, and Missouri.	Not specified.	Not specified.
Head Start Child Outcomes Framework	Head Start (2000)	n/a	"...intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement."	3-5 yrs.	Head Start has eight general domains and 27 elements. The eight general domains are: 1) language development 2) literacy 3) mathematics 4) science 5) creative arts 6) social and emotional development 7) approaches to learning 8) physical health and development	This framework is based on the Head Start Program Performance Standards, Head Start Program Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.	The Head Start Outcomes Framework does not specify an assessment tool; programs can adapt or choose their own assessments. Head Start programs are also required to use the National Reporting System to track child outcomes using a direct assessment of individual children.	Strategies for adapting these guidelines for children with special needs were not included in this framework; however, the Head Start Performance Standards includes a section for the types of services each program is required to provide to children with disabilities, as well as a section related to their assessment.

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Table*

Title	Framework Developer	State	Stated Purpose**	Age Group	Domains/Content	Alignment with Other Child Outcome Frameworks or Systems	Assessment	Applicability for Children With Disabilities
Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD)	Early Childhood Research Institute (Researchers from the Universities of Minnesota, Kansas, and Oregon, funded by OSERS) (Outcomes - 1997)	n/a	"...to produce a comprehensive system for continuously measuring the skills and needs of individual children with disabilities from birth to eight years of age. The project is developing growth and development indicators for monitoring the progress of individual young children and solutions-oriented assessments allowing families and early childhood and early elementary educators to identify features of classroom and home settings they can change to improve children's developmental outcomes."	0-8 yrs.	ECRI has five General Growth Outcomes with Individual Growth and Development Indicators (IGDIs) listed under each outcome: 1) The child uses language to convey and comprehend communicative and social intent. 2) The child takes responsibility for his/her behavior, health, and well-being, even in the face of challenge or adversity. 3) The child negotiates and manipulates the environment. 4) The child initiates, responds to, and maintains positive social relationships. 5) The child uses cognitive skills to explore the environment, reason, and solve problems.	Not specified.	The ECRI-MGD is developing and refining Exploring Solution Assessments (ESAs) that will help educators and families gather more detailed information about an individual child's developmental skills. These tools will identify features of classrooms and home settings early childhood educators and families can change to improve children's developmental outcomes. Three assessment approaches have been selected initially: 1. Measures of critical program practices in early childhood education; and 2. Activity-based assessment; and 3. Ecobehavioral observation.	This system is designed for children with special needs.
The Ounce Scale Assessment System	Samuel J. Meisels et al. (2003)	n/a	"...to provide guidelines and standards for observing and interpreting young children's growth and behavior, and to provide information that parents and caregivers can use in everyday interactions with their children."	0-3.5 yrs.	The Ounce Scale of Assessment has six major areas of development. Traditional domain names for each area of development are noted in parentheses: 1) personal connections (social and emotional development) 2) feelings about self (social and emotional development) 3) relationships with other children (social and emotional development) 4) understanding and communication (language development) 5) exploration and problem solving (cognitive development) 6) movement and coordination (physical development)	Not specified.	The Ounce Scale Assessment System includes the following: 1. The Observation Record provides a focus for observing and documenting children's everyday behaviors and provides data for making evaluations about development. 2. The Family Album provides a structure for parents to learn about and record their child's development as they write down what they see, using photos, telling stories, and responding to observation questions that are the same as the ones in the caregiver's Observation Record. 3. The Developmental Profile enables caregivers and other staff to evaluate each child's development and progress over time, comparing their observation data to specific performance standards.	The Ounce Scale provides a system of documentation, monitoring, and evaluation of development for Early Head Start programs, early intervention programs, (including children at risk for special needs or those with disabilities) and other child development programs.
Work Sampling System (WSS)	Samuel J. Meisels et al. (1995)	n/a	"An ongoing documentation and evaluation process designed to improve the teacher's instructional practices and student learning."	3-11 yrs.	Checklists/guidelines cover eight domains with performance indicators listed under each domain. The eight domains are: 1) social and emotional 2) approaches to learning 3) language development 4) literacy 5) mathematics 6) science 7) creative arts 8) physical health & development	The performance indicators included in the checklists are derived from national and state curriculum standards.	The WSS is a curriculum-embedded performance assessment. There are three assessment elements in the WSS: 1. Developmental guidelines and checklists, which provide a framework for observation, 2. Portfolios, which are purposeful collections of children's work that illustrate student's efforts, progress, and achievements, and 3. Summary reports, which are completed three times a year and are intended to replace conventional reporting systems (i.e., report cards).	The developer of the WSS notes that, "This structure is appropriate for diverse populations, including students with special needs."
Educational Outcomes and Indicators for Early Childhood (Age 3)	National Center on Educational Outcomes (NCEO) (1993)	n/a	"...to present the model of early childhood outcomes at age 3 and the indicators of these outcomes for all children...includes children identified as having disabilities or developmental delays (or being at risk for developing them) as well as all 3-year-old children in educational and day-care programs."	3 yrs.	NCEO has eight domains with outcomes listed for each domain. The eight domains are: 1) presence & participation 2) family involvement/accommodation and adaptation 3) physical health 4) responsibility & independence 5) contribution & citizenship 6) academic & functional literacy 7) personal & social adjustment 8) satisfaction	Not specified.	A tool for measuring the eight domains with outcomes is not included with this publication.	NCEO's model identifies outcomes that apply to all children, including children with disabilities. The model includes the following outcome: "Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains."

* This table reflects the most current information available from on-line searches.

** Excerpts are from the source materials (e.g., Web sites, documents).

Appendix A: Child Outcome Standards Document Availability

Set of Standards	File Location
Arizona Early Childhood Education Standards	http://www.ade.state.az.us/earlychildhood/downloads/ECE-Standards.pdf
Arkansas Early Childhood Framework: Benchmarks with Strategies/ Activities for Three and Four Year Old Children	http://www.state.ar.us/childcare/ARKANSAS%20EARLY%20CHILDHOOD%20EDUCATION%20FRAMEWORK.pdf
Desired Results for Children and Families	http://www.cde.ca.gov/cyfsbranch/child_development/downloads/lam.pdf
Building Blocks to Colorado's Content Standards	http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf and http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf
The Connecticut Framework: Preschool Curricular Goals and Benchmarks	http://www.state.ct.us/sde/deps/early/Frmwrkbench.pdf
Delaware Early Learning Foundations for School Success	http://www.doe.state.de.us/early_childhood/
Florida School Readiness Performance Standards for Three-, Four- and Five-Year-Old Children	http://www.myflorida.com/myflorida/government/governorinitiatives/schoolreadiness/pdf/PerformanceStandards3-4-5.pdf
Georgia's Pre-K Program Content Standards	http://www.osr.state.ga.us/forms/PreK/ContentStandards.PDF
Pre-K and Kindergarten Academic Standards	http://education.gsu.edu/p16/prekintro.pdf
Georgia Pre-Kindergarten Program Learning Goals, Office of School Readiness (OSR)	http://www.osr.state.ga.us/forms/prekgoals.pdf
Idaho Early Learning Standards: A Resource Guide	http://www.sde.state.id.us/SpecialEd/docs/content/IdahoEarlyLearningStandards.doc
Resources on Early Learning: Illinois Early Learning Standards	http://www.illinoisearlylearning.org/standards/intro.htm
Foundations for Young Children to the Indiana Academic Standards	http://ideanet.doe.state.in.us/primetime/foundations.html
Louisiana Standards for Programs Serving Four-Year-Old Children (LA4)	http://www.doe.state.la.us/DOE/assessment/standards/PDFs/PrekStandards6-02-02.pdf
Learning Results	http://www.state.me.us/education/lres/lres.htm
Early Childhood Standards for Programs for Three- and Four-Year-Olds	http://www.doe.mass.edu/frameworks/current.html
Minnesota Early Childhood Indicators of Progress: A Resource Guide	http://www.regionvqnet.org/qnet/outcomes/pdfs/IndicatorsofProgress.pdf
Mississippi Pre-kindergarten Curriculum Including Benchmarks, Informal Assessments and Suggested Teaching Strategies	http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/MsPreK.pdf
Missouri Pre-K Literacy Standards	http://www.dese.state.mo.us/divimprove/fedprog/earlychild/PreK_Standards.html
Early Childhood Education Program Expectations: Standards of Quality	http://www.state.nj.us/njded/ece/expectations/2002/expectations.htm
Early Literacy Guidance Prekindergarten - Grade 3	http://nysed.gov
Prekindergarten Early Learning Content Standards	http://www.ode.state.oh.us/ece/standards1/
Prekindergarten Curriculum Guidelines	http://www.sde.state.ok.us/home/defaultie.html
Early Childhood Learning Continuum Indicators	http://www.iu13.k12.pa.us/inst_res_ecc_main.shtml
Rhode Island Early Learning Standards	http://www.ridoe.net/child_family/earlychild/RI_Standards_Complete_Document.pdf
South Carolina Curriculum Standards	http://www.myscschools.com/offices/cso/mathematics/standards.htm and http://www.myscschools.com/offices/cso/english_la/standards.cfm
Prekindergarten Curriculum Guidelines	http://www.tea.state.tx.us/curriculum/early/prekguide.html
Early Childhood Standards (Guidelines)	http://www.usoe.k12.ut.us/
Vermont's Framework of Standards and Learning Opportunities	http://www.state.vt.us/educ/new/pdfdoc/pubs/framework.pdf
Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics	http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/early.html
Framework for Achieving the Essential Academic Learning Requirements in Reading, Writing, and Communication: Birth to Five Years	http://www.k12.wa.us/LearnTeachSupp/EarlyChildhood/pdf/birth-to-5.pdf
Wyoming's Early Childhood Readiness Standards	http://www.k12.wy.us/specialprograms/Docs/early_childhood_standards.pdf
Head Start Child Outcomes Framework	http://www.kaplanco.com/includes/content/classroom/UGCOF.pdf
Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD)	http://ici2.umn.edu/ecri/index.html
The Ounce Scale Assessment System	http://www.pearsonearlylearning.com/OunceScale.htm
Work Sampling System (WSS)	http://www.worksamplingonline.com/ . Pay per child. For example, if there are less than 100 kids in the class, \$19.95 per child for a year. Free 30-day trial period. A WSS-paper version is also available.
Educational Outcomes and Indicators for Early Childhood (Age 3)	http://education.umn.edu/nceo/Publications/Outcomes.html . Available for purchase online: \$8.00