

Summary Information: The Creative Curriculum Developmental Continuum for Ages 3-5 (2002)

Publisher	Teaching Strategies
Website for information	www.teachingstrategies.com
Cost	\$76.46 for kit and 25 booklets Creative Curriculum online: Licenses purchased annually for a specific number of children
Age range	3 to 5 years
Purpose	“Used by teachers to assess child progress and guide them in their curriculum planning”.
Areas included	<ul style="list-style-type: none"> ▪ Social Emotional (Sense of self; Responsibility for self and others; Prosocial behavior) ▪ Cognitive (Learning and problem solving; Logical thinking; Representation and symbolic thinking) ▪ Language (Listening and speaking; Reading and writing) ▪ Physical (Gross motor; Fine Motor)
Time to administer	Ongoing observation summarized periodically
Scored	No. Individual child profiles with child progress and planning reports
Age norms	No
Age ranges given for items	No
How frequently it can be given	3 times per year recommended
Standardized tasks	No
Based on observation in natural settings	Yes
Instructions related to parent role	Yes. Family input on progress and plan development
Data provided on reliability	Yes. Internal Consistency
Data provided on validity	Yes. Construct Validity (Factor analysis)
Web-based data entry	Yes. See www.creativecurriculum.net

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. Please note that this draft is different from the crosswalk being used by the tool publisher and/or developer. We welcome your feedback to staff@the-eco-center.org

Summary Information (continued): The Creative Curriculum Developmental Continuum for Ages 3-5 (2002)

Electronic scoring	Not scored, but it does provide electronic summaries
Other languages	Spanish
Who administers	Teacher
Training available through the publisher	Yes

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**The Creative Curriculum Developmental Continuum for Ages 3-5:
Crosswalk to Child Outcomes**

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p><u>Sense of self:</u> 1. Shows ability to adjust to new situations 3. Recognizes feelings and manages appropriately</p> <p><u>Responsibility for self and others:</u> 7. Cares for classroom environment 8. Follows classroom routines 9. Follows classroom rules</p> <p><u>Pro-social behavior:</u> 10. Plays well with other children 11. Recognizes feelings of others 12. Shares and respects rights 13. Uses thinking skills to resolve conflicts</p> <p><u>Listening and speaking:</u> 43. Actively participates in conversations</p>	<p><u>Fine motor:</u> 21. Uses tools for writing and drawing</p> <p><u>Learning and problem solving:</u> 22. Observes objects and events with curiosity 23. Approaches problems flexibly 24. Shows persistence in approaching tasks 25. Explores cause and effect 26. Applies knowledge or experience to a new situation</p> <p><u>Logical thinking:</u> 27. Classifies objects 28. Compares/measures 29. Arranges objects in a series 30. Recognizes patterns and can repeat them 31. Shows awareness of time and space concepts and sequence 32. Shows awareness of position in space 33. Uses one-to-one correspondence 34. Uses numbers and counting</p>	<p><u>Sense of self:</u> 2. Demonstrates appropriate trust in adults 4. Stands up for rights</p> <p><u>Responsibility for self and others:</u> 5. Demonstrates self direction and independence 6. Takes responsibility for own well-being</p> <p><u>Gross motor:</u> 14. Demonstrates basic locomotor skills* 15. Shows balance while moving* 16. Climbs up and down*</p> <p><u>Fine motor:</u> 19. Controls small muscles in hands* 20. Coordinates eye-hand movement* 21. Uses tools for writing and drawing</p> <p><u>Learning and problem solving:</u> 24. Shows persistence in approaching tasks</p> <p><u>Listening and speaking:</u> 42. Asks questions</p>

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**The Creative Curriculum Developmental Continuum for Ages 3-5:
Crosswalk to Child Outcomes (continued)**

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p><u>Representation and symbolic thinking:</u> 35. Takes on pretend roles 36. Makes believe with objects 37. Makes and interprets representations</p> <p><u>Listening and speaking:</u> 38. Hears and discriminates the sounds of language 39. Expresses self using words 40. Understands and follows oral directions 41. Answers questions 42. Asks questions 43. Actively participates in conversations</p> <p><u>Reading and writing:</u> 44. Enjoys and values reading 45. Demonstrates understanding of print concepts 46. Demonstrates knowledge of alphabet 47. Uses emerging reading skills to make meaning from print 48. Comprehends meaning from books 49. Understands the purpose of writing 50. Writes letters and words</p>	

* Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

- 17. Pedals and steers a tricycle
- 18. Throwing, kicking, and catching skills

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