

Head Start Early Learning Outcomes Framework Preschool Aligned with Frog Street AIM Observational Assessment



Social Foundations Domain		
AIM Learning Progressions		Head Start Learning Outcomes
SF.A.1	Emotional Identification: Responds to emotions of others and expands to identifying emotions of self and others.	P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
SF.A.2	Response to Distressed Peer: Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer.	P-SE 7. Child expresses care and concern toward others.
SF.A.3	Separation from Adults: Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations.	P-SE 1. Child engages in and maintains positive relationships and interactions with adults.
SF.A.4	Seeking Emotional Support: Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed.	P-SE 2. Child engages in prosocial and cooperative behavior with adults.
SF.A.5	Conflict Resolution Strategies: Engages with peers and resolves conflicts with decreasing reliance on adult support.	P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
SF.A.6	Identifying Abilities: Identifies abilities with increasing ability.	P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
SF.A.7	Self-Confidence: Demonstrates increasing self-confidence in own abilities.	P-SE 10. Child expresses confidence in own skills and positive feelings about self.
SF.A.8	Community: Identifies self in relation to community and other groups with increasing awareness.	P-SE 11. Child has a sense of belonging to family, community, and other groups.
SF.B.1	Self-Control Strategies: Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.	P-ATL 5. Child demonstrates an increasing ability to control impulses. P-ALT 1/ P-SE 8. Child manages emotions with increasing independence.
SF.B.2	Persisting with Tasks: Demonstrates the ability to persist with a task for increasing lengths of time.	P-ATL 6. Child maintains focus and sustains attention with minimal adult support. P-ATL 7. Child persists in tasks
SF.B.3	Following Directions: Follows adult lead by imitating actions and expands ability to follow increasingly complex directions.	P-SE 2. Child engages in prosocial and cooperative behavior with adults.
SF.B.4	Information Recall and Connection: Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.	P-ATL 8. Child holds information in mind and manipulates it to perform tasks.
SF.B.5	Using Logic: Uses logic to solve increasingly complex problems.	P-ATL 9. Child demonstrates flexibility in thinking and behavior.
SF.B.6	Interest: Shows some interest in objects and engages in activities, and increasingly shares them with others.	P-ATL 3. Child appropriately handles and takes care of classroom materials. P-ATL 11. Child shows interest in and curiosity about the world around them.
SF.B.7	Planning: Plans and initiates activities of increasing complexity.	P-ATL 10. Child demonstrates initiative and independence.

SF.B.8	Play/ Work with Peers: Engages with peers with increasing coordination and cooperation.	P-ATL 13. Child uses imagination in play and interaction with others. P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
SF.B.9	Social Behaviors: Uses increasingly positive social behaviors when interacting with peers.	P-SE 3. Child engages in and maintains positive interactions and relationships with other children. P-SE 5. Child uses basic problem-solving to resolve conflicts with other children.
SF.B10	Creativity and Self-Expression: Demonstrates creative thinking in increasingly complex ways.	P-ATL 12. Child expresses creativity in thinking and communication.

Language and Literacy Domain		
AIM Learning Progressions		Head Start Learning Outcomes
LL.A.1	Listening/ Purposes and Situations: Understands adults and peers in a variety of contexts and different situations.	P-LC 1. Child attends to communication and language from others. P-LC 2. Child understands and responds to increasingly complex communication and language from others.
LL.A.2	Speaking/ Purposes and Situations: Communicates with adults and peers for a variety of purposes in different situations.	P-LC 3. Child varies the amount of information provided to meet the demands of the situation. P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
LL.A.3	Word Meanings: Understands and communicates an increasing number of words	P-LIT 6. Child understands and uses a wide variety of words for a variety of purposes
LL.A.4	Word Relationships: Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning, and multiple meanings for the same word.	P-LIT 7. Child shows understanding of word categories and relationships among words.
LL.A.5	Sentences: Produces words, and expands ability to produce word phrases and increasing complex sentences.	P-LC 5. Child expresses himself in increasingly long, detailed, and sophisticated ways.
LL.A.6	Questions: Produces questions through changes in pitch and expands ability to include manipulating of sentence structure.	P-LC 5. Child expresses himself in increasingly long, detailed, and sophisticated ways.
LL.A.7	Prepositions: Uses an increasing number of prepositions.	P-LC 5. Child expresses himself in increasingly long, detailed, and sophisticated ways.
LL.A.8	Inflections: Uses inflections of increasing complexity and matches them to appropriate words.	P-LC 5. Child expresses himself in increasingly long, detailed, and sophisticated ways.
LL.B.1	Responds to Questions About a Text: Responds to increasingly complex questions about text.	P-LIT 5. Child asks and answers questions about a book that was read aloud.
LL.B.2	Retell a Text: Shows interest in books and expands ability to retelling parts of stories with gestures, words, or drawings.	P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.
LL.B.3	Concepts of Print: Shows interest in print and expands ability to identify features and purposes of print.	P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
LL.B.4	Rhyming Words: Shows interest in rhymes and expands ability to identify and produce rhymes.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
LL.B.5	Syllables/ Onsets and Rimes/ Phonemes: Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
LL.B.6	Initial/ Final/ Medial Sounds: Identifies initial sounds in spoken words and expands ability to identify final and medial sounds	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

LL.B.7	Adding/ Deleting/ Substituting Sounds: Orally adds, deletes, and substitutes initial sounds in single syllable words to create new words, and expands ability to final and medial sounds.	P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
LL.B.8	Upper and Lower Case Letters: Identifies an increasing number of upper and lower case letters	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
LL.B.9	Letter Sounds: Identifies and produces an increasing number of the most frequent sounds that correspond to letters.	P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
LL.C.1	Name Recognition and Writing: Recognizes letters of own name and expands ability to recognize and write own name.	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
LL.C.2	Writing to Convey Meaning: Conveys meaning through writing with increasing effectiveness	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Cognition Domain		
	AIM Learning Progressions	Head Start Learning Outcomes
C/M.A.1	Rote Counting: Demonstrates knowledge of number words and expands ability to reciting number words in sequence.	P-MATH 1. Child knows number names and the count sequence.
C/M.A.2	Object Counting: Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality)	P-MATH 1. Child knows number names and the count sequence. P-MATH 3. Child understands the relationship between numbers and quantities.
C/M.A.3	Making Sets: Demonstrates knowledge of quantity by making and representing sets of objects.	P-MATH 3. Child understands the relationship between numbers and quantities. P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.
C/M.A.4	Subitizing (Small Number Recognition) Demonstrates ability to recognize and name an increasing number of objects in a group without having to count.	P-MATH 2. Child recognizes the number of objects in a small set.
C/M.B.1	Comparing Quantities: Uses increasingly more efficient strategies to compare the numerical value of two quantities.	P-MATH 4. Child compares numbers.
C/M.B.2	Addition: Solves increasingly complex addition problems.	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
C/M.B.3	Subtraction: Solves increasingly complex subtraction problems.	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
C/M.B.4	Identifying, Extending, and Creating Patterns: Uses logic and observation to identify, extend, describe, and create patterns	P-MATH 7. Child understands simple patterns.
C/M.C.1	Identifying/ Comparing/ Measuring: Identifies and compares objects by one measurable attribute and expands ability to multiple attributes.	P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
C/M.C.2	Two-Dimensional Shapes: Explores two--dimensional shapes and expands ability to match, identify and describe these figures.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
C/M.C.3	Three-Dimensional Shapes: Identifies three-dimensional shapes and expands ability to describe three-dimensional shapes.	P-MATH 9. Child identifies, describes, compares, and composes shapes.
C/M.C.4	Combining Shapes: Combines shapes to form new shapes and uses positional words to describe those transformations.	P-MATH 9. Child identifies, describes, compares, and composes shapes. P-MATH 10. Child explores the positions of objects in space.
C/S.A.1	Examining, Describing, and Classifying Data: Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). P-SCI 2. Child engages in scientific talk. P-SCI 3. Child compares and categorizes observable phenomena.

C/S.A.2	Explore, Examine, and Investigate: Explores objects and people and expands ability to gather and communicate information about them.	<p>P-SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>P-SCI 5. Child plans and conducts investigations and experiments.</p> <p>P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>
C/SS.A.1	Rules at Home and School: Responds to adult requests/expectations and expands ability to understand the reason for them.	<p>P-ATL 2. Child follows classroom rules and routines with increasing independence.</p> <p>P-ATL 3. Child appropriately handles and takes care of classroom materials.</p>
C/SS.B.1	Past, Present, and Future: Shows awareness and steps in familiar routines and expands ability to describe series of events.	P-ATL 2. Child follows classroom rules and routines with increasing independence.

Perceptual, Motor and Physical Domain		
AIM Learning Progressions		Head Start Learning Outcomes
PPMD.A.1	Locomotor Skills: Moves whole body with increasing control, coordination, and balance.	P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.
PPMD.A.2	Non-Locomotor Skills: Moves body parts with increasing control, coordination, and balance.	P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.
PPMD.A.3	Perceptual/ Spatial Awareness: Uses objects with increasing awareness and coordination of the body.	P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.
PPMD.A.4	Tools and Object Manipulation: Manipulates tools or objects using hands with increasing coordination and control.	P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.
PPMD.A.5	Writing Tool Grasp: Manipulates writing and drawing tools with increasingly efficient grasp.	P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.
PPMD.B.1	Personal Care and Basic Hygiene: Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.	P-PMP 4. Child demonstrates personal hygiene and self-care skills. P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.
PPMD.B.2	Nutrition: Increasingly makes and identifies healthy eating choices.	P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.