

Head Start Early Learning Outcomes Framework: Ages Birth to Five

Correlated to

BRIGANCE® Head Start Screen III

February 2017

Curriculum Associates®

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Head Start Early Learning Outcomes Framework	Head Start Screen III Assessments/Resources
Domain: Approaches to Learning	
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
Goal P-ATL 1. Child manages emotions with increasing independence.	
36 to 48 Months Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Self-help and Social-Emotional Scales
48 to 60 Months Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	Self-help and Social-Emotional Scales
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	
36 to 48 Months Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	
36 to 48 Months Handles classroom materials, such as putting them where they belong, with adult support.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	
36 to 48 Months Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	Parent/Teacher Feedback Form—Three-Year-Old Child

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	Self-help and Social-Emotional Scales
48 to 60 Months Manages own actions, words, and behavior with occasional support from adults.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	
36 to 48 Months Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Sometimes controls impulses independently, while at other times needs support from an adult.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	
36 to 48 Months With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-ATL 7. Child persists in tasks.	
36 to 48 Months Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Frequently persists on preferred tasks. Sometimes persists on less preferred	Parent/Teacher Feedback Form—Four-Year-

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activities with or without adult support, such as working to clean up an activity area. Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	
36 to 48 Months Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Holds an increasing amount of information in mind in order to successfully complete tasks.	8B Follows Verbal Directions Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	
36 to 48 Months Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: INITIATIVE AND CURIOSITY	
Goal P-ATL 10. Child demonstrates initiative and independence.	
36 to 48 Months Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child

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	Self-help and Social-Emotional Scales
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	
36 to 48 Months Seeks out new information and explores new play and tasks with adult support.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Seeks out new information and explores new play and tasks both independently and with adult support.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: CREATIVITY	
Goal P-ATL 12. Child expresses creativity in thinking and communication.	
36 to 48 Months Responds to adults’ prompts to express creative ideas in words and/or actions.	Self-help and Social-Emotional Scales
48 to 60 Months Communicates creative ideas and actions both with and without prompting from adults.	Self-help and Social-Emotional Scales
Goal P-ATL 13. Child uses imagination in play and interactions with others.	
36 to 48 Months Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Self-help and Social-Emotional Scales
48 to 60 Months Develops more elaborate imaginary play, stories, and other creative works with children and adults.	Self-help and Social-Emotional Scales
Domain: Social and Emotional Development	
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
36 to 48 Months Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal	Parent/Teacher Feedback Form—Four-Year-Old Child Self-help and Social-Emotional Scales

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interactions with both trusted and new adults.	
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
36 to 48 Months Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	
36 to 48 Months Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-SE 4. Child engages in cooperative play with other children.	
36 to 48 Months Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old

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	Child Self-help and Social-Emotional Scales
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	
36 to 48 Months Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: EMOTIONAL FUNCTIONING	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	
36 to 48 Months Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.	Parent/Teacher Feedback Form—Four-Year-Old Child Self-help and Social-Emotional Scales
Goal P-SE 7. Child expresses care and concern toward others.	
36 to 48 Months Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	
48 to 60 Months Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	
Goal P-SE 8. Child manages emotions with increasing independence.	
36 to 48 Months Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Has an expanding range of strategies for managing emotions, both less intense	Parent/Teacher Feedback Form—Four-Year-

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emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	
36 to 48 Months Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Self-help and Social-Emotional Scales
48 to 60 Months Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	Self-help and Social-Emotional Scales
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	
36 to 48 Months Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	
36 to 48 Months Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Self-help and Social-Emotional Scales
48 to 60 Months Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	Self-help and Social-Emotional Scales
Language and Literacy	
Domain: Language and Communication	
SUB-DOMAIN: ATTENDING AND UNDERSTANDING	
Goal P-LC 1. Child attends to communication and language from others.	

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36 to 48 Months Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Self-help and Social-Emotional Scales
48 to 60 Months Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	Reading Readiness Scale Self-help and Social-Emotional Scales
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	
36 to 48 Months Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	1S Responds to Picture Self-help and Social-Emotional Scales
48 to 60 Months Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	Reading Readiness Scale
SUB-DOMAIN: COMMUNICATING AND SPEAKING	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	
36 to 48 Months Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	1A Knows Personal Information 2A Identifies Colors 3A Identifies Pictures by Naming 4A Knows Uses of Objects 9A Identifies Parts of the Body 10A Repeats Sentences 11A Uses Prepositions and Irregular Plural Nouns Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	1B Knows Personal Information 2B Names Colors 3B Identifies Pictures by Naming 7B Names Parts of the Body 11B Verbal Fluency and Articulation Parent/Teacher Feedback Form—Four-Year-Old Child 1C Knows Personal Information

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	2C Names Parts of the Body 13C Verbal Fluency and Articulation Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	
36 to 48 Months Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Self-help and Social-Emotional Scales
48 to 60 Months Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	Self-help and Social-Emotional Scales
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
36 to 48 Months Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.	10A Repeats Sentences Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	11B Verbal Fluency and Articulation Parent/Teacher Feedback Form—Four-Year-Old Child 13C Verbal Fluency and Articulation Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
SUB-DOMAIN: VOCABULARY	
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
36 to 48 Months Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	1A Knows Personal Information 2A Identifies Colors 3A Identifies Pictures by Naming 4A Knows Uses of Objects

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	9A Identifies Parts of the Body 10A Repeats Sentences 11A Uses Prepositions and Irregular Plural Nouns 1S Responds to Picture 3S Names Colors Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
<p>48 to 60 Months Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>	1B Knows Personal Information 2B Names Colors 3B Identifies Pictures by Naming 7B Names Parts of the Body 11B Verbal Fluency and Articulation 6S Responds to Picture Parent/Teacher Feedback Form—Four-Year-Old Child 1C Knows Personal Information 2C Names Parts of the Body 13C Verbal Fluency and Articulation Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales
<p>Goal P-LC 7. Child shows understanding of word categories and relationships among words.</p>	
<p>36 to 48 Months Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.</p>	2A Identifies Colors 3A Identifies Pictures by Naming 4A Knows Uses of Objects 9A Identifies Parts of the Body 10A Repeats Sentences 1S Responds to Picture

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	3S Names Colors Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	2B Names Colors 3B Identifies Pictures by Naming 7B Names Parts of the Body 11B Verbal Fluency and Articulation 6S Responds to Picture Parent/Teacher Feedback Form—Four-Year-Old Child 2C Names Parts of the Body 7C Sorts Objects (by Size, Color, Shape) Parent/Teacher Feedback Form—Five-Year-Old Child
Domain: Literacy	
SUB-DOMAIN: PHONOLOGICAL AWARENESS	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
36 to 48 Months Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	10A Repeats Sentences 2S Articulates Initial Sounds
48 to 60 Months Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	Reading Readiness Scale
SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
36 to 48 Months Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such	12C Experience with Books and Text Reading Readiness Scale

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as holding a book correctly or following a book left to right.	
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
36 to 48 Months Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name, or naming some letters that are encountered often.	2S Articulates Initial Sounds
48 to 60 Months Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	Parent/Teacher Feedback Form—Four-Year-Old Child 6C Recites Alphabet 11C Reads Uppercase Letters Alternate—Reads Lowercase Letters 11S Auditory Discrimination Parent/Teacher Feedback Form—Five-Year-Old Child
SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE	
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
36 to 48 Months With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	1S Responds to Picture Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	6S Responds to Picture Reading Readiness Scale
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	
36 to 48 Months Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	1S Responds to Picture Reading Readiness Scale
48 to 60 Months With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	6S Responds to Picture Reading Readiness Scale
SUB-DOMAIN: WRITING	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
36 to 48 Months Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	5A Visual Motor Skills 5S Visual Motor Skills

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	Parent/Teacher Feedback Form—Three-Year-Old Child
<p>48 to 60 Months Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p>	<p>5B Visual Motor Skills 10S Visual Motor Skills Parent/Teacher Feedback Form—Four-Year-Old Child 4C Visual Motor Skills 5C Prints Personal Information 12S Prints Uppercase Letters 13S Prints Lowercase Letters Parent/Teacher Feedback Form—Five-Year-Old Child</p>
<p>Domain: Mathematics Development</p>	
<p>SUB-DOMAIN: COUNTING AND CARDINALITY</p>	
<p>Goal P-MATH 1. Child knows number names and the count sequence.</p>	
<p>36 to 48 Months Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.</p>	<p>6A Understands Number Concepts Parent/Teacher Feedback Form—Three-Year-Old Child</p>
<p>48 to 60 Months Says or signs more number words in sequence.</p>	<p>9B Counts by Rote Parent/Teacher Feedback Form—Four-Year-Old Child 8C Counts by Rote Parent/Teacher Feedback Form—Five-Year-Old Child</p>
<p>Goal P-MATH 2. Child recognizes the number of objects in a small set.</p>	
<p>36 to 48 Months Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).</p>	<p>6A Understands Number Concepts Parent/Teacher Feedback Form—Three-Year-Old Child</p>
<p>48 to 60 Months Quickly recognizes the number of objects in a small set (referred to as “subitizing”).</p>	<p>10B Recognizes Quantities 8S Matches Quantities with Numerals</p>

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	Parent/Teacher Feedback Form—Four-Year-Old Child 9C Matches Quantities with Numerals Parent/Teacher Feedback Form—Five-Year-Old Child
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	
36 to 48 Months Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).	6A Understands Number Concepts Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	10B Recognizes Quantities 8S Matches Quantities with Numerals Parent/Teacher Feedback Form—Four-Year-Old Child 9C Matches Quantities with Numerals Parent/Teacher Feedback Form—Five-Year-Old Child
Goal P-MATH 4. Child compares numbers.	
36 to 48 Months Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers. Uses numbers related to order or position.	Parent/Teacher Feedback Form—Four-Year-Old Child
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	
36 to 48 Months Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some	8S Matches Quantities with Numerals Parent/Teacher Feedback Form—Four-Year-

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numerals up to 10.	Old Child 14S Adds and Subtracts 15S Solves Word Problems Parent/Teacher Feedback Form—Five-Year-Old Child
SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	
36 to 48 Months Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have 3 grapes and get 1 more. How many in all?” Child counts out 3, then counts out 1 more, then counts all 4: “1, 2, 3, 4. I have 4!”	
48 to 60 Months Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	10C Determines Total of Two Sets 14S Adds and Subtracts 15S Solves Word Problems Parent/Teacher Feedback Form—Five-Year-Old Child
Goal P-MATH 7. Child understands simple patterns.	
36 to 48 Months Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	
48 to 60 Months Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	
SUB-DOMAIN: MEASUREMENT	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
36 to 48 Months With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	
48 to 60 Months With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	7C Sorts Objects (by Size, Color, Shape)
SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	

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36 to 48 Months Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	4B Visual Discrimination—Forms and Uppercase Letters
48 to 60 Months Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	7C Sorts Objects (by Size, Color, Shape)
Goal P-MATH 10. Child explores the positions of objects in space.	
36 to 48 Months Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	11A Uses Prepositions and Irregular Plural Nouns Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	8B Follows Verbal Directions Parent/Teacher Feedback Form—Four-Year-Old Child Parent/Teacher Feedback Form—Five-Year-Old Child
Domain: Scientific Reasoning	
SUB-DOMAIN: SCIENTIFIC INQUIRY	
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
36 to 48 Months Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	1S Responds to Picture Self-help and Social-Emotional Scales
48 to 60 Months Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	6S Responds to Picture Self-help and Social-Emotional Scales
Goal P-SCI 2. Child engages in scientific talk.	
36 to 48 Months Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	9A Identifies Parts of the Body Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	7B Names Parts of the Body Parent/Teacher Feedback Form—Four-Year-Old Child

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	2C Names Parts of the Body Parent/Teacher Feedback Form—Five-Year-Old Child
Goal P-SCI 3. Child compares and categorizes observable phenomena.	
36 to 48 Months Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	2A Identifies Colors 3S Names Colors Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	2B Names Colors Parent/Teacher Feedback Form—Four-Year-Old Child 7C Sorts Objects (by Size, Color, Shape) Parent/Teacher Feedback Form—Five-Year-Old Child
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING	
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	
36 to 48 Months Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”	1S Responds to Picture
48 to 60 Months Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.	Reading Readiness Scale
Goal P-SCI 5. Child plans and conducts investigations and experiments.	
36 to 48 Months With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales
48 to 60 Months With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks	Self-help and Social-Emotional Scales

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Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	
36 to 48 Months With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”	6A Understands Number Concepts Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	10B Recognizes Quantities 8S Matches Quantities with Numerals Parent/Teacher Feedback Form—Four-Year-Old Child 9C Matches Quantities with Numerals Parent/Teacher Feedback Form—Five-Year-Old Child
Domain: Perceptual, Motor, and Physical Development	
SUB-DOMAIN: GROSS MOTOR	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
36 to 48 Months Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	8A Gross Motor Skills 4S Gross Motor Skills Parent/Teacher Feedback Form—Three-Year-Old Child
48 to 60 Months Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	6B Gross Motor Skills 9S Gross Motor Skills Parent/Teacher Feedback Form—Four-Year-Old Child 3C Gross Motor Skills Parent/Teacher Feedback Form—Five-Year-Old Child
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
36 to 48 Months Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	8A Gross Motor Skills 4S Gross Motor Skills Parent/Teacher Feedback Form—Three-Year-

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	Old Child
<p>48 to 60 Months Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p>	<p>6B Gross Motor Skills 9S Gross Motor Skills Parent/Teacher Feedback Form—Four-Year-Old Child 3C Gross Motor Skills Parent/Teacher Feedback Form—Five-Year-Old Child</p>
SUB-DOMAIN: FINE MOTOR	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
<p>36 to 48 Months Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p>	<p>5A Visual Motor Skills 5S Visual Motor Skills Parent/Teacher Feedback Form—Three-Year-Old Child Self-help and Social-Emotional Scales</p>
<p>48 to 60 Months Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p>	<p>5B Visual Motor Skills 10S Visual Motor Skills Parent/Teacher Feedback Form—Four-Year-Old Child 4C Visual Motor Skills 5C Prints Personal Information 12S Prints Uppercase Letters 13S Prints Lowercase Letters Parent/Teacher Feedback Form—Five-Year-Old Child Self-help and Social-Emotional Scales</p>
SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
<p>36 to 48 Months Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills</p>	<p>Self-help and Social-Emotional Scales</p>

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regularly without adult guidance and supervision.	
48 to 60 Months Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	Self-help and Social-Emotional Scales
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
36 to 48 Months Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	
48 to 60 Months Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
36 to 48 Months Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Self-help and Social-Emotional Scales
48 to 60 Months Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	Self-help and Social-Emotional Scales