

## **Alignment of the Head Start Child Outcomes Framework With HighScope's Preschool Key Developmental Indicators**

The following chart shows how items from the **Head Start Child Outcomes Framework** correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

## Head Start Child Outcomes Framework

## Key Developmental Indicators

<i>Language Development</i>	
<p><b>Listening &amp; Understanding</b></p> <p>Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</p> <p>Shows progress in understanding and following simple and multiple-step directions.</p> <p>Understands an increasingly complex and varied vocabulary.</p> <p>For non-English-speaking children, progresses in listening to and understanding English.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>
<p><b>Speaking &amp; Communicating</b></p> <p>Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.</p> <p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>Uses an increasingly complex and varied spoken vocabulary.</p> <p>Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p> <p>For non-English-speaking children, progresses in speaking English.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.  <b>22. Speaking:</b> Children express themselves using language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>21. Comprehension:</b> Children understand language.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>23. Vocabulary:</b> Children understand and use a variety of words and phrases.</p> <p><b>D. Language, Literacy, and Communication</b>  <b>30. ELL/Dual Language Acquisition:</b> (If applicable) Children use English and their home language(s) (including sign language).</p>
<i>Literacy</i>	
<p><b>Phonological Awareness</b></p> <p>Shows increasing ability to discriminate and identify sounds in spoken language.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p>

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<p>Shows growing awareness of beginning and ending sounds of words.</p> <p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.</p> <p>Shows growing ability to hear and discriminate separate syllables in words.</p> <p>Associates sounds with written words, such as awareness that different words begin with the same sound.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p> <p><b>D. Language, Literacy, and Communication</b> <b>24. Phonological awareness:</b> Children identify distinct sounds in spoken language.</p>
<p><b>Book Knowledge &amp; Appreciation</b></p> <p>Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p> <p>Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.</p> <p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p> <p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b> <b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>D. Language, Literacy, and Communication</b> <b>21. Comprehension:</b> Children understand language. <b>26. Reading:</b> Children read for pleasure and information.</p> <p><b>F. Creative Arts</b> <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>D. Language, Literacy, and Communication</b> <b>28. Book knowledge:</b> Children demonstrate knowledge about books.</p>
<p><b>Print Awareness &amp; Concepts</b></p> <p>Shows increasing awareness of print in classroom, home and community settings.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>

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<p>Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p> <p>Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> <p>Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p> <p><b>D. Language, Literacy, and Communication</b> <b>27. Concepts about print:</b> Children demonstrate knowledge about environmental print.</p>
<p><b>Early Writing</b></p> <p>Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p>Begins to represent stories and experiences through pictures, dictation, and in play.</p> <p>Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p> <p>Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p> <p><b>D. Language, Literacy, and Communication</b> <b>29. Writing:</b> Children write for many different purposes.</p>
<p><b>Alphabet Knowledge</b></p> <p>Shows progress in associating the names of letters with their shapes and sounds.</p> <p>Increases in ability to notice the beginning letters in familiar words.</p> <p>Identifies at least 10 letters of the alphabet, especially those in their own name.</p>	<p><b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p> <p><b>D. Language, Literacy, and Communication</b> <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>

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<p>Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<p><b>D. Language, Literacy, and Communication</b>  <b>25. Alphabetic knowledge:</b> Children identify letter names and their sounds.</p>
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<p><b>Mathematics</b></p> <p><b>Number &amp; Operations</b></p> <p>Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.</p> <p>Develops increasing ability to count in sequence to 10 and beyond.</p> <p>Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p> <p>Develops increased abilities to combine, separate and name “how many” concrete objects.</p>	<p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>31. Number words and symbols:</b> Children recognize and use number words and symbols.  <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>32. Counting:</b> Children count things.</p> <p><b>E. Mathematics</b>  <b>33. Part-whole relationships:</b> Children combine and separate quantities of objects.</p>
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<p><b>Geometry &amp; Spatial Sense</b></p> <p>Begins to recognize, describe, compare and name common shapes, their parts and attributes.</p> <p>Progresses in ability to put together and take apart shapes.</p> <p>Begins to be able to determine whether or not two shapes are the same size and shape.</p> <p>Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.</p>	<p><b>E. Mathematics</b>  <b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>E. Mathematics</b>  <b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>E. Mathematics</b>  <b>34. Shapes:</b> Children identify, name, and describe shapes.</p> <p><b>E. Mathematics</b>  <b>34. Shapes:</b> Children identify, name, and describe shapes.  <b>36. Measuring:</b> Children measure to describe, compare, and order things.</p>
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<p>Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.</p>	<p><b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p> <p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>E. Mathematics</b></p> <p><b>35. Spatial awareness:</b> Children recognize spatial relationships among people and objects.</p>
<p><b>Patterns &amp; Measurement</b></p> <p>Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.</p> <p>Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</p> <p>Begins to make comparisons between several objects based on a single attribute.</p> <p>Shows progress in using standard and non-standard measures for length and area of objects.</p>	<p><b>E. Mathematics</b></p> <p><b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p> <p><b>E. Mathematics</b></p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>38. Patterns:</b> Children identify, describe, copy, complete, and create patterns.</p> <p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>G. Science and Technology</b></p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>E. Mathematics</b></p> <p><b>37. Unit:</b> Children understand and use the concept of unit.</p>
<p><b>Science</b></p> <p><b>Scientific Skills &amp; Methods</b></p> <p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p> <p>Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p> <p>Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.</p>	<p><b>G. Science and Technology</b></p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>52. Tools and technology:</b> Children explore and use tools and technology.</p> <p><b>G. Science and Technology</b></p> <p><b>45. Observing:</b> Children observe the materials and processes in their environment.</p> <p><b>46. Classifying:</b> Children classify materials, actions, people, and events.</p> <p><b>G. Science and Technology</b></p> <p><b>47. Experimenting:</b> Children experiment to test their ideas.</p> <p><b>48. Predicting:</b> Children predict what they expect will happen.</p>

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<p>Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.</p> <p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p>	<p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>G. Science and Technology</b></p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p> <p><b>G. Science and Technology</b></p> <p><b>50. Communicating ideas:</b> Children communicate their ideas about the characteristics of things and how they work.</p>
<p><b>Scientific Knowledge</b></p> <p>Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.</p> <p>Expands knowledge of and respect for their body and the environment.</p> <p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p> <p>Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	<p><b>G. Science and Technology</b></p> <p><b>51. Natural and physical world:</b> Children gather knowledge about the natural and physical world.</p> <p><b>C. Physical Development and Health</b></p> <p><b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b>H. Social Studies</b></p> <p><b>58. Ecology:</b> Children understand the importance of taking care of their environment.</p> <p><b>E. Mathematics</b></p> <p><b>36. Measuring:</b> Children measure to describe, compare, and order things.</p> <p><b>G. Science and Technology</b></p> <p><b>49. Drawing conclusions:</b> Children draw conclusions based on their experiences and observations.</p>
<p><b>Creative Arts</b></p> <p><b>Music</b></p> <p>Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p> <p>Experiments with a variety of musical instruments.</p>	<p><b>F. Creative Arts</b></p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p> <p><b>F. Creative Arts</b></p> <p><b>41. Music:</b> Children express and represent what they observe, think, imagine, and feel through music.</p>

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<p><b>Art</b></p> <p>Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p> <p>Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.</p> <p>Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.</p> <p>Begins to understand and share opinions about artistic products and experiences.</p>	<p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>A. Approaches to Learning</b>  <b>2. Planning:</b> Children make plans and follow through on their intentions.  <b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>F. Creative Arts</b>  <b>40. Art:</b> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p><b>F. Creative Arts</b>  <b>44. Appreciating the arts:</b> Children appreciate the creative arts.</p>
<p><b>Movement</b></p> <p>Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</p> <p>Shows growth in moving in time to different patterns of beat and rhythm in music.</p>	<p><b>F. Creative Arts</b>  <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p> <p><b>C. Physical Development and Health</b>  <b>18. Body awareness:</b> Children know about their bodies and how to navigate them in space.</p> <p><b>F. Creative Arts</b>  <b>42. Movement:</b> Children express and represent what they observe, think, imagine, and feel through movement.</p>
<p><b>Dramatic Play</b></p> <p>Participates in a variety of dramatic play activities that become more extended and complex.</p> <p>Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p>	<p><b>F. Creative Arts</b>  <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p><b>F. Creative Arts</b>  <b>43. Pretend play:</b> Children express and represent what they observe, think, imagine, and feel through pretend play.</p>

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<b><i>Social &amp; Emotional Development</i></b>	
<p><b>Self Concept</b></p> <p>Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.</p> <p>Develops growing capacity for independence in a range of activities, routines, and tasks.</p> <p>Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>A. Approaches to Learning</b></p> <p><b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>8. Sense of competence:</b> Children feel they are competent.</p>
<p><b>Self Control</b></p> <p>Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p> <p>Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>9. Emotions:</b> Children recognize, label, and regulate their feelings.</p> <p><b>10. Empathy:</b> Children demonstrate empathy toward others.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>11. Community:</b> Children participate in the community of the classroom.</p>
<p><b>Cooperation</b></p> <p>Increases abilities to sustain interactions with peers by helping, sharing and discussion.</p> <p>Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.</p> <p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>15. Conflict resolution:</b> Children resolve social conflicts.</p> <p><b>B. Social and Emotional Development</b></p> <p><b>13. Cooperative play:</b> Children engage in cooperative play.</p>
<p><b>Social Relationships</b></p> <p>Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p>	<p><b>B. Social and Emotional Development</b></p> <p><b>12. Building relationships:</b> Children build relationships with other children and adults.</p>

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<p>Shows progress in developing friendships with peers.</p> <p>Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</p>	<p><b>B. Social and Emotional Development</b>  <b>12. Building relationships:</b> Children build relationships with other children and adults.</p> <p><b>B. Social and Emotional Development</b>  <b>10. Empathy:</b> Children demonstrate empathy toward others.</p>
<p><b>Knowledge of Families &amp; Communities</b></p> <p>Develops ability to identify personal characteristics including gender, and family composition.</p> <p>Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.</p> <p>Develops growing awareness of jobs and what is required to perform them.</p> <p>Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.</p>	<p><b>B. Social and Emotional Development</b>  <b>7. Self-identity:</b> Children have a positive self-identity.</p> <p><b>H. Social Studies</b>  <b>53. Diversity:</b> Children understand that people have diverse characteristics, interests, and abilities.</p> <p><b>H. Social Studies</b>  <b>54. Community roles:</b> Children recognize that people have different roles and functions in the community.</p> <p><b>H. Social Studies</b>  <b>56. Geography:</b> Children recognize and interpret features and locations in their environment.</p>
<p><b>Approaches to Learning</b></p> <p><b>Initiative &amp; Curiosity</b></p> <p>Chooses to participate in an increasing variety of tasks and activities.</p> <p>Develops increased ability to make independent choices.</p> <p>Approaches tasks and activities with increased flexibility, imagination and inventiveness.</p> <p>Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.</p>	<p><b>A. Approaches to Learning</b>  <b>1. Initiative:</b> Children demonstrate initiative as they explore their world.</p> <p><b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>A. Approaches to Learning</b>  <b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>A. Approaches to Learning</b>  <b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b>  <b>5. Use of resources:</b> Children gather information and formulate ideas about their world.</p>

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<p><b>Engagement &amp; Persistence</b></p> <p>Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</p> <p>Demonstrates increasing ability to set goals and develop and follow through on plans.</p> <p>Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.</p>	<p><b>A. Approaches to Learning</b></p> <p><b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p><b>2. Planning:</b> Children make plans and follow through on their intentions.</p> <p><b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>A. Approaches to Learning</b></p> <p><b>3. Engagement:</b> Children focus on activities that interest them.</p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p>
<p><b>Reasoning &amp; Problem Solving</b></p> <p>Develops increasing ability to find more than one solution to a question, task or problem.</p> <p>Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p> <p>Develops increasing abilities to classify, compare and contrast objects, events and experiences.</p>	<p><b>A. Approaches to Learning</b></p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p><b>4. Problem solving:</b> Children solve problems encountered in play.</p> <p><b>A. Approaches to Learning</b></p> <p><b>6. Reflection:</b> Children reflect on their experiences.</p>
<p><b>Physical Health &amp; Development</b></p> <p><b>Fine Motor Skills</b></p> <p>Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.</p> <p>Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.</p> <p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.</p>	<p><b>C. Physical Development and Health</b></p> <p><b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p><b>C. Physical Development and Health</b></p> <p><b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p><b>C. Physical Development and Health</b></p> <p><b>17. Fine-motor skills:</b> Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>

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<p><b>Gross Motor Skills</b></p> <p>Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.</p> <p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	<p><b>C. Physical Development and Health</b> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p><b>C. Physical Development and Health</b> <b>16. Gross-motor skills:</b> Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p><b>Health Status &amp; Practices</b></p> <p>Progresses in physical growth, strength, stamina, and flexibility.</p> <p>Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p> <p>Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.</p> <p>Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.</p>	<p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>19. Personal care:</b> Children carry out personal care routines on their own. <b>20. Healthy behavior:</b> Children engage in healthy practices.</p> <p><b>C. Physical Development and Health</b> <b>20. Healthy behavior:</b> Children engage in healthy practices.</p>