



Head Start Early Learning Outcomes Framework

Correlated to

BRIGANCE® Inventory of Early Development III

March 2017

Curriculum Associates®

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Head Start Early Learning Outcomes Framework	Assessments
Domain: Approaches to Learning	
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	
Birth to 9 Month Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers
8 to 18 Months Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	D-2 Prespeech Expressive Language D-3 General Speech and Language Development H-1 Relationships with Adults
16 to 36 Months Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	H-1 Relationships with Adults
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	
Birth to 9 Months Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	H-1C Relationships with Adults
8 to 18 Months Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	H-1 Relationships with Adults
16 to 36 Months Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.	D-3 General Speech and Language Development H-1 Relationships with Adults
SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Goal IT-ATL 3. Child maintains focus and sustains attention with support.	
Birth to 9 Months Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers

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	H-3 Motivation and Self-Confidence
8 to 18 Months Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language D-3 General Speech and Language Development E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
16 to 36 Months Participates in activities and experiences with people, objects, or materials that require attention and common focus.	C-1 General Eye/Finger/Hand Manipulative Skills D-3 General Speech and Language Development E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	
Birth to 9 Months Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	H-3 Motivation and Self-Confidence
16 to 36 Months Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	
Birth to 9 Months Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	C-1 General Eye/Finger/Hand Manipulative Skills H-1 Relationships with Adults

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	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	H-1 Relationships with Adults
16 to 36 Months Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	H-2 Play and Relationships with Peers H-4 Prosocial Skills and Behaviors
SUB-DOMAIN: INITIATIVE AND CURIOSITY	
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	
Birth to 9 Months Initiates interactions with familiar adults through expressions, actions, or behaviors.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language D-3 General Speech and Language Development E-1 Response to and Experience with Books
16 to 36 Months Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	
Birth to 9 Months Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Approaches new events, experiences with others, or materials with interest and	E-1 Response to and Experience with Books

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curiosity, such as intently listening to a new song or examining new toys or materials.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
16 to 36 Months Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	D-3 General Speech and Language Development H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
SUB-DOMAIN: CREATIVITY	
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	
Birth to 9 Months Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	H-2 Play and Relationships with Peers
16 to 36 Months Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	C-1 General Eye/Finger/Hand Manipulative Skills C-2 Builds Tower with Blocks C-6 Cuts with Scissors
Goal IT-ATL 9. Child shows imagination in play and interactions with others.	
Birth to 9 Months Emerging	
8 to 18 Months Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	C-1 General Eye/Finger/Hand Manipulative Skills D-2 Prespeech Expressive Language D-3 General Speech and Language Development

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16 to 36 Months Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	H-2 Play and Relationships with Peers
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	G-12S Household Chores G-13S Classroom Chores H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	G-12S Household Chores G-13S Classroom Chores H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	G-13S Classroom Chores
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.	G-13S Classroom Chores
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.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence

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	H-4 Prosocial Skills and Behaviors
48 to 60 Months Manages own actions, words, and behavior with occasional support from adults.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
48 to 60 Months Sometimes controls impulses independently, while at other times needs support from an adult.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
48 to 60 Months With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
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.	H-3 Motivation and Self-Confidence
48 to 60 Months 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. 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.	H-3 Motivation and Self-Confidence
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.	D-6 Follows Verbal Directions
48 to 60 Months Holds an increasing amount of information in mind in order to successfully complete tasks.	D-6 Follows Verbal Directions

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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.	H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
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.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
48 to 60 Months Seeks out new information and explores new play and tasks both independently and with adult support.	H-1 Relationships with Adults H-2 Play and Relationships with Peers
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.	H-1 Relationships with Adults
48 to 60 Months Communicates creative ideas and actions both with and without prompting from adults.	H-1 Relationships with Adults
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.	H-2 Play and Relationships with Peers

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48 to 60 Months Develops more elaborate imaginary play, stories, and other creative works with children and adults.	H-2 Play and Relationships with Peers

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Domain: Social and Emotional Development	
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS	
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
Birth to 9 Months Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-3 Motivation and Self-Confidence
8 to 18 Months Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	H-1 Relationships with Adults
16 to 36 Months Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-1 Relationships with Adults
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
Birth to 9 Months Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults
8 to 18 Months Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	H-1 Relationships with Adults
16 to 36 Months Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	H-1 Relationships with Adults
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.	
Birth to 9 Months Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults
8 to 18 Months Looks to or seeks help from a familiar adults, such as taking the adult's hand	H-1 Relationships with Adults

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and leading them to something the child wants or needs.	
16 to 36 Months Asks familiar adult for help or assistance when encountering difficult tasks or situations.	D-3 General Speech and Language Development
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN	
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	
Birth to 9 Months Looks at attentively, touches or explores another child’s face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	H-2 Play and Relationships with Peers
16 to 36 Months Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	H-2 Play and Relationships with Peers
Goal IT-SE 5. Child imitates and engages in play with other children.	
Birth to 9 Months Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	H-2 Play and Relationships with Peers
8 to 18 Months Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	H-2 Play and Relationships with Peers
16 to 36 Months Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	H-2 Play and Relationships with Peers
SUB-DOMAIN: EMOTIONAL FUNCTIONING	
Goal IT-SE 6. Child learns to express a range of emotions.	
Birth to 9 Months Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child’s cultural background.	H-1 Relationships with Adults

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16 to 36 Months Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	H-1 Relationships with Adults H-3 Motivation and Self-Confidence
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	
Birth to 9 Months Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults
8 to 18 Months Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	D-1 Prespeech Receptive Language H-1 Relationships with Adults
16 to 36 Months Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	H-1 Relationships with Adults
Goal IT-SE 8. Child expresses care and concern towards others.	
Birth to 9 Months May cry when another child cries.	
8 to 18 Months Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	
16 to 36 Months Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	H-1 Relationships with Adults
Goal IT-SE 9. Child manages emotions with the support of familiar adults.	
Birth to 9 Months Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	D-1 Prespeech Receptive Language H-1 Relationships with Adults
8 to 18 Months Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	H-1 Relationships with Adults
16 to 36 Months Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	H-1 Relationships with Adults
SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING	
Goal IT-SE 10. Child shows awareness about self and how to connect with others.	
Birth to 9 Months Learns about self by exploring hands, feet, body, and movement.	A-1 Supine Position Skills and Behaviors A-2 Prone Position Skills and Behaviors A-3 Sitting Position Skills and Behaviors A-4 Standing Position Skills and Behaviors

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	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language G-1 Feeding/Eating H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	C-1 General Eye/Finger/Hand Manipulative Skills C-2 Builds Tower with Blocks C-3 Early Handwriting Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening H-2 Play and Relationships with Peers
16 to 36 Months Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	D-3 General Speech and Language Development D-5 Knows Personal Information H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
Goal IT-SE 11. Child understands some characteristics of self and others.	
Birth to 9 Months Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults
8 to 18 Months Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	D-1 Prespeech Receptive Language H-1 Relationships with Adults

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16 to 36 Months Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	H-2 Play and Relationships with Peers H-4 Prosocial Skills and Behaviors
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.	
Birth to 9 Months Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Expresses desires and preferences. Seeks to draw adult’s attention to objects of interest or new physical skills and attends to adult’s responses.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language D-3 General Speech and Language Development H-1 Relationships with Adults
16 to 36 Months Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	D-2 Prespeech Expressive Language D-3 General Speech and Language Development H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	
Birth to 9 Months Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language G-1 Feeding/Eating H-1 Relationships with Adults H-2 Play and Relationships with Peers
8 to 18 Months Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	
16 to 36 Months Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	D-3 General Speech and Language Development
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	

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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.	H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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 interactions with both trusted and new adults.	H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults
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.	H-1 Relationships with Adults
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors

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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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-4 Prosocial Skills and Behaviors
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.	H-1 Relationships with Adults
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
48 to 60 Months Has an expanding range of strategies for managing emotions, both less intense 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	H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors

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independently.	
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.	D-3 General Speech and Language Development H-4 Prosocial Skills and Behaviors
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.	D-3 General Speech and Language Development
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.	H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
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.	
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.	D-5 Knows Personal Information

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Language and Literacy	
Domain: Language and Communication	
SUB-DOMAIN: ATTENDING AND UNDERSTANDING	
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	
Birth to 9 Months Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-3 Motivation and Self-Confidence
8 to 18 Months Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language D-3 General Speech and Language Development D-6 Follows Verbal Directions E-1 Response to and Experience with Books H-1 Relationships with Adults
16 to 36 Months Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	D-2 Prespeech Expressive Language D-3 General Speech and Language Development D-6 Follows Verbal Directions E-1 Response to and Experience with Books
Goal IT-LC 2. Child learns from communication and language experiences with others.	
Birth to 9 Months Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books

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Head Start Early Learning Outcomes Framework	Assessments
16 to 36 Months Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects’ functions and uses, or when joining in games, songs, rhymes, or stories.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers
SUB-DOMAIN: COMMUNICATING AND SPEAKING	
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	
Birth to 9 Months Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “More” when eating.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language D-3 General Speech and Language Development G-1 Feeding/Eating H-1 Relationships with Adults
16 to 36 Months Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them.	D-3 General Speech and Language Development G-1 Feeding/Eating
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	
Birth to 9 Months Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention.	D-2 Prespeech Expressive Language D-3 General Speech and Language Development

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16 to 36 Months Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	D-3 General Speech and Language Development
Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	
Birth to 9 Months Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	D-2 Prespeech Expressive Language
8 to 18 Months Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	D-2 Prespeech Expressive Language D-3 General Speech and Language Development G-1 Feeding/Eating
16 to 36 Months Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.	D-3 General Speech and Language Development
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	
Birth to 9 Months Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults H-3 Motivation and Self-Confidence
8 to 18 Months Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	D-3 General Speech and Language Development
16 to 36 Months Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	D-3 General Speech and Language Development E-1 Response to and Experience with Books
SUB-DOMAIN: VOCABULARY	
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	
Birth to 9 Months Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	D-1 Prespeech Receptive Language
8 to 18 Months Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language D-3 General Speech and Language Development D-6 Follows Verbal Directions

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16 to 36 Months Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	D-3 General Speech and Language Development D-10 Understands Directional/Positional Concepts E-1 Response to and Experience with Books
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	
Birth to 9 Months May use signs or verbalizations for familiar people or objects.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language E-1 Response to and Experience with Books
8 to 18 Months Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	D-3 General Speech and Language Development D-4 Length of Sentences D-16 Uses Plural Nouns, -ing, and Prepositions E-1 Response to and Experience with Books G-1 Feeding/Eating
16 to 36 Months Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly	D-3 General Speech and Language Development D-4 Length of Sentences D-10 Understands Directional/Positional Concepts D-16 Uses Plural Nouns, -ing, and Prepositions E-1 Response to and Experience with Books
SUB-DOMAIN: EMERGENT LITERACY	
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	
Birth to 9 Months Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	D-2 Prespeech Expressive Language E-1 Response to and Experience with Books
8 to 18 Months Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	D-3 General Speech and Language Development D-4 Length of Sentences E-1 Response to and Experience with Books

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16 to 36 Months Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	D-3 General Speech and Language Development D-4 Length of Sentences E-1 Response to and Experience with Books
Goal IT-LC 10. Child handles books and relates them to their stories or information.	
Birth to 9 Months Explores a book by touching it, patting it, or putting it in mouth.	E-1 Response to and Experience with Books
8 to 18 Months Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.	E-1 Response to and Experience with Books
16 to 36 Months Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	E-1 Response to and Experience with Books
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	
Birth to 9 Months Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	E-1 Response to and Experience with Books
8 to 18 Months Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	D-7 Identifies Pictures E-1 Response to and Experience with Books E-2 Identifies Common Signs
16 to 36 Months Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.	C-3 Early Handwriting Skills D-14 Repeats Numbers E-1 Response to and Experience with Books E-2 Identifies Common Signs
Goal IT-LC 12. Child comprehends meaning from pictures and stories.	
Birth to 9 Months Looks at picture books and listens to an adult talk about pictures in a book.	E-1 Response to and Experience with Books
8 to 18 Months Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	E-1 Response to and Experience with Books
16 to 36 Months Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	E-1 Response to and Experience with Books
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	
Birth to 9 Months Emerging	
8 to 18 Months Makes marks on a paper with a large crayon or marker to explore writing materials.	C-1 General Eye/Finger/Hand Manipulative Skills C-3 Early Handwriting Skills

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Head Start Early Learning Outcomes Framework	Assessments
16 to 36 Months Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	C-1 General Eye/Finger/Hand Manipulative Skills C-3 Early Handwriting Skills
SUB-DOMAIN: ATTENDING AND UNDERSTANDING	
Goal P-LC 1. Child attends to communication and language from others.	
36 to 48 Months Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	D-3 General Speech and Language Development H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
48 to 60 Months Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	D-3 General Speech and Language Development H-1 Relationships with Adults
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.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
48 to 60 Months Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-1 Relationships with Adults
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.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors

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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.	D-3 General Speech and Language Development E-1 Response to and Experience with Books H-1 Relationships with Adults
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.	D-3 General Speech and Language Development H-1 Relationships with Adults H-3 Motivation and Self-Confidence H-4 Prosocial Skills and Behaviors
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.	D-3 General Speech and Language Development H-1 Relationships with Adults
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.	D-3 General Speech and Language Development D-4 Length of Sentences
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.	D-3 General Speech and Language Development D-4 Length of Sentences
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.	D-3 General Speech and Language Development D-5 Knows Personal Information D-7 Identifies Pictures D-8 Identifies Parts of the Body D-9 Identifies Colors D-10 Understands Directional/Positional

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	Concepts D-11 Understands Qualitative Concepts D-12 Classifies Objects into Categories D-13 Knows Uses of Objects D-14 Repeats Numbers D-15a Repeats Sentences (with Picture Stimuli) D-15b Repeats Sentences (without Picture Stimuli) H-4 Prosocial Skills and Behaviors
<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>	D-3 General Speech and Language Development D-5 Knows Personal Information D-7 Identifies Pictures D-8 Identifies Parts of the Body D-9 Identifies Colors D-10 Understands Directional/Positional Concepts D-11 Understands Qualitative Concepts D-12 Classifies Objects into Categories D-13 Knows Uses of Objects D-14 Repeats Numbers D-15a Repeats Sentences (with Picture Stimuli) D-15b Repeats Sentences (without Picture Stimuli) D-17 Uses Meaningful Language in Context F-18a Knows Money (United States) F-19 Understands Time and Reads a Clock F-20 Understands Weather Concepts F-21 Understands the Five Senses F-22 Distinguishes Between Living and Non-

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	Living Thing H-4 Prosocial Skills and Behaviors
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	
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.	C-1 General Eye/Finger/Hand Manipulative Skills D-3 General Speech and Language Development D-8 Identifies Parts of the Body D-9 Identifies Colors D-12 Classifies Objects into Categories F-5 Sorts Objects (by Size, Color, Shape)
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.	D-3 General Speech and Language Development D-8 Identifies Parts of the Body D-9 Identifies Colors D-12 Classifies Objects into Categories F-5 Sorts Objects (by Size, Color, Shape) F-22 Distinguishes Between Living and Non-Living Thing
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.	E-1 Response to and Experience with Books E-15 Identifies Rhymes
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.	E-1 Response to and Experience with Books E-15 Identifies Rhymes
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).	

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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.”	E-1 Response to and Experience with Books
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 as holding a book correctly or following a book left to right.	E-1 Response to and Experience with Books
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.	E-1 Response to and Experience with Books E-6 Visual Discrimination E-7 Recites Alphabet E-8a Matches Uppercase Letters E-9a Matches Lowercase Letters
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.	E-1 Response to and Experience with Books E-6 Visual Discrimination E-7 Recites Alphabet E-8a Matches Uppercase Letters E-8b Identifies Uppercase Letters E-9b Identifies Lowercase Letters
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.	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
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.	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
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.	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
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.	D-17 Uses Meaningful Language in Context E-1 Response to and Experience with Books
SUB-DOMAIN: WRITING	

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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.	C-3 Early Handwriting Skills C-4 Copies Forms C-5 Draws a Person E-10 Prints Uppercase Letters in Sequence
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.	C-3 Early Handwriting Skills C-4 Copies Forms C-5 Draws a Person E-10 Prints Uppercase Letters in Sequence E-11 Prints Lowercase Letters in Sequence E-14 Prints Personal Information
Domain: Cognition	
SUB-DOMAIN: EXPLORATION AND DISCOVERY	
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	
Birth to 9 Months Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	C-1 General Eye/Finger/Hand Manipulative Skills C-2 Builds Tower with Blocks C-3 Early Handwriting Skills D-2 Prespeech Expressive Language D-3 General Speech and Language Development H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
16 to 36 Months Observes and experiments with how things work, seeks information from others,	C-1 General Eye/Finger/Hand Manipulative

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or experiments with different behaviors to see how people and objects react.	Skills D-2 Prespeech Expressive Language D-3 General Speech and Language Development E-1 Response to and Experience with Books G-1 Feeding/Eating H-1 Relationships with Adults
Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	
Birth to 9 Months Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language H-1 Relationships with Adults
8 to 18 Months Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	C-1 General Eye/Finger/Hand Manipulative Skills H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
16 to 36 Months Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	
SUB-DOMAIN: MEMORY	
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
Birth to 9 Months Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	D-1 Prespeech Receptive Language H-1 Relationships with Adults
8 to 18 Months Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming

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	H-1 Relationships with Adults
16 to 36 Months Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming H-1 Relationships with Adults
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	
Birth to 9 Months Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	H-3 Motivation and Self-Confidence
8 to 18 Months Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	H-3 Motivation and Self-Confidence
16 to 36 Months Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	H-3 Motivation and Self-Confidence
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	
Birth to 9 Months Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	D-1 Prespeech Receptive Language D-2 Prespeech Expressive Language G-1 Feeding/Eating H-1 Relationships with Adults H-2 Play and Relationships with Peers
8 to 18 Months Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	D-6 Follows Verbal Directions G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming
16 to 36 Months Tells others about memories and past experiences. Remembers how to do a	D-6 Follows Verbal Directions

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series of actions that were observed at an earlier time.	
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING	
Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	
Birth to 9 Months Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	C-1 General Eye/Finger/Hand Manipulative Skills
8 to 18 Months Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	C-1 General Eye/Finger/Hand Manipulative Skills
16 to 36 Months Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	C-1 General Eye/Finger/Hand Manipulative Skills H-1 Relationships with Adults H-2 Play and Relationships with Peers
Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	
Birth to 9 Months Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	A-1 Supine Position Skills and Behaviors A-2 Prone Position Skills and Behaviors A-3 Sitting Position Skills and Behaviors A-4 Standing Position Skills and Behaviors C-1 General Eye/Finger/Hand Manipulative Skills H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	H-2 Play and Relationships with Peers
16 to 36 Months Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	D-3 General Speech and Language Development H-2 Play and Relationships with Peers
SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING	
Goal IT-C 8. Child develops sense of number and quantity.	
Birth to 9 Months Attends to quantity in play with objects, such as reaching or looking for more than one object.	H-3 Motivation and Self-Confidence
8 to 18 Months Uses a few basic words to refer to change in the amount of objects, such as asking	D-3 General Speech and Language

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for “more” or saying “all gone” when a plate is empty.	Development G-1 Feeding/Eating
16 to 36 Months Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	D-3C General Speech and Language Development F-1 Understands Number Concepts
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	
Birth to 9 Months Explores or examines objects and watches objects when they move.	C-1 General Eye/Finger/Hand Manipulative Skills D-1 Prespeech Receptive Language E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	C-1 General Eye/Finger/Hand Manipulative Skills H-1 Relationships with Adults H-3 Motivation and Self-Confidence
16 to 36 Months Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	C-1 General Eye/Finger/Hand Manipulative Skills
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	
Birth to 9 Months Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	C-1 General Eye/Finger/Hand Manipulative Skills E-1 Response to and Experience with Books H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	C-1 General Eye/Finger/Hand Manipulative Skills H-2 Play and Relationships with Peers
16 to 36 Months Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	C-1 General Eye/Finger/Hand Manipulative Skills

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SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY	
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	
Birth to 9 Months Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	C-1 General Eye/Finger/Hand Manipulative Skills D-2 Prespeech Expressive Language H-2 Play and Relationships with Peers
8 to 18 Months Imitates what other people did earlier, such as wiping up a spill or closing a door.	D-2 Prespeech Expressive Language H-2 Play and Relationships with Peers
16 to 36 Months Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	D-3 General Speech and Language Development D-15a Repeats Sentences (with Picture Stimuli) D-15b Repeats Sentences (without Picture Stimuli) H-2 Play and Relationships with Peers
Goal IT-C 12. Child uses objects or symbols to represent something else.	
Birth to 9 Months Emerging	
8 to 18 Months Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	H-2 Play and Relationships with Peers
16 to 36 Months Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	H-2 Play and Relationships with Peers
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	
Birth to 9 Months Emerging	
8 to 18 Months Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	H-2 Play and Relationships with Peers
16 to 36 Months Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	H-2 Play and Relationships with Peers
Domain: Mathematics Development	
SUB-DOMAIN: COUNTING AND CARDINALITY	
Goal P-MATH 1. Child knows number names and the count sequence.	
36 to 48 Months Says or signs some number words in sequence (up to 10), starting with one.	F-2 Counts by Rote

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Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	
48 to 60 Months Says or signs more number words in sequence.	F-2 Counts by Rote
Goal P-MATH 2. Child recognizes the number of objects in a small set.	
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”).	F-6 Recognizes Quantities
48 to 60 Months Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	F-6 Recognizes Quantities
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”).	F-1 Understands Number Concepts
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).	F-1 Understands Number Concepts
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.	F-3 Compares Different Amounts
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.	F-3 Compares Different Amounts
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.	F-7 Matches Quantities with Numerals
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 numerals up to 10.	F-7 Matches Quantities with Numerals
SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING	

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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!”	F-14 Solves Word Problems
48 to 60 Months Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	F-14 Solves Word Problems
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.	B-13S Rhythm C-2C Builds Tower with Blocks
48 to 60 Months Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	B-13S Rhythm C-2C Builds Tower with Blocks
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.	D-11 Understands Qualitative Concepts
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.	D-11 Understands Qualitative Concepts
SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	
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.	F-4 Identifies Shapes
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.	F-4 Identifies Shapes D-11 Understands Qualitative Concepts
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.”	D-6 Follows Verbal Directions D-10 Understands Directional/Positional Concepts
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.”	D-6 Follows Verbal Directions D-10 Understands Directional/Positional Concepts

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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.	C-3 Early Handwriting Skills F-21 Understands the Five Senses
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.	C-3 Early Handwriting Skills F-21 Understands the Five Senses
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.	D-8 Identifies Parts of the Body F-20 Understands Weather Concepts F-21 Understands the Five Senses F-22 Distinguishes Between Living and Non-Living Thing
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.	D-8 Identifies Parts of the Body F-20 Understands Weather Concepts F-21 Understands the Five Senses F-22 Distinguishes Between Living and Non-Living Thing
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.	D-11 Understands Qualitative Concepts F-5 Sorts Objects (by Size, Color, Shape) F-6 Recognizes Quantities
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.	D-11 Understands Qualitative Concepts F-5 Sorts Objects (by Size, Color, Shape) F-6 Recognizes Quantities
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	D-3 General Speech and Language

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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.”	Development
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.	D-3 General Speech and Language Development
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.	C-3 Early Handwriting Skills
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.	C-3 Early Handwriting Skills
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!”	
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.	
Domain: Perceptual, Motor, and Physical Development	
SUB-DOMAIN: PERCEPTION	
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	
Birth to 9 Months Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	C-1 General Eye/Finger/Hand Manipulative Skills H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Uses perceptual information about properties of objects in matching and	H-2 Play and Relationships with Peers

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associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	
16 to 36 Months Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	
Birth to 9 Months Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	A-1 Supine Position Skills and Behaviors A-2 Prone Position Skills and Behaviors A-3 Sitting Position Skills and Behaviors A-4 Standing Position Skills and Behaviors
8 to 18 Months Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	A-2 Prone Position Skills and Behaviors
16 to 36 Months Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming H-2 Play and Relationships with Peers
SUB-DOMAIN: GROSS MOTOR	
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	
Birth to 9 Months Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	A-1 Supine Position Skills and Behaviors A-2 Prone Position Skills and Behaviors A-3 Sitting Position Skills and Behaviors A-4 Standing Position Skills and Behaviors C-1 General Eye/Finger/Hand Manipulative Skills
8 to 18 Months Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	A-4 Standing Position Skills and Behaviors B-1 Standing B-2 Walking

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16 to 36 Months Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	B-1 Standing B-2 Walking B-3 Stair Climbing B-4 Running, Skipping, and Galloping B-5 Jumping B-6 Hopping B-8 Balancing on a Beam
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	
Birth to 9 Months Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	A-1 Supine Position Skills and Behaviors A-2 Prone Position Skills and Behaviors A-3 Sitting Position Skills and Behaviors A-4 Standing Position Skills and Behaviors H-1 Relationships with Adults H-2 Play and Relationships with Peers H-3 Motivation and Self-Confidence
8 to 18 Months Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	A-2 Prone Position Skills and Behaviors A-3 Sitting Position Skills and Behaviors A-4 Standing Position Skills and Behaviors B-1 Standing B-2 Walking B-3 Stair Climbing B-4 Running, Skipping, and Galloping B-5 Jumping B-6 Hopping B-7 Kicking B-8 Balancing on a Beam B-10 Rolling and Throwing B-13S Rhythm B-14S Wheel Toy H-1 Relationships with Adults H-3 Motivation and Self-Confidence
16 to 36 Months Uses a variety of increasingly complex movements, body positions, and postures	B-1 Standing

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to participate in active and quiet, indoor and outdoor play.	B-2 Walking B-3 Stair Climbing B-4 Running, Skipping, and Galloping B-5 Jumping B-6 Hopping B-7 Kicking B-8 Balancing on a Beam B-10 Rolling and Throwing B-13S Rhythm B-14S Wheel Toy B-15S Miscellaneous Gross Motor Skills H-2 Play and Relationships with Peers
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	
Birth to 9 Months Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	D-1 Prespeech Receptive Language E-1 Response to and Experience with Books G-1 Feeding/Eating H-1 Relationships with Adults H-3 Motivation and Self-Confidence
8 to 18 Months Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	B-2 Walking
16 to 36 Months Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	D-11 Understands Qualitative Concepts
SUB-DOMAIN: FINE MOTOR	
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	
Birth to 9 Months Coordinates hands and eyes when reaching for and holding stable or moving objects.	C-1 General Eye/Finger/Hand Manipulative Skills E-1 Response to and Experience with Books G-1 Feeding/Eating H-3 Motivation and Self-Confidence
8 to 18 Months Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.	C-1 General Eye/Finger/Hand Manipulative Skills

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	G-1 Feeding/Eating
16 to 36 Months Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	C-1 General Eye/Finger/Hand Manipulative Skills C-2 Builds Tower with Blocks C-3 Early Handwriting Skills C-4 Copies Forms C-5 Draws a Person C-6 Cuts with Scissors C-7S Puzzles C-8S Painting with Brush C-9S Clay G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	
Birth to 9 Months Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	C-1 General Eye/Finger/Hand Manipulative Skills H-2 Play and Relationships with Peers
8 to 18 Months Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	C-1 General Eye/Finger/Hand Manipulative Skills D-2 Prespeech Expressive Language E-1 Response to and Experience with Books
16 to 36 Months Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	C-1 General Eye/Finger/Hand Manipulative Skills C-2 Builds Tower with Blocks C-3 Early Handwriting Skills C-6 Cuts with Scissors C-7S Puzzles

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	C-8S Painting with Brush C-9S Clay G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	
Birth to 9 Months Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	C-1 General Eye/Finger/Hand Manipulative Skills G-1 Feeding/Eating
8 to 18 Months Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	H-3 Motivation and Self-Confidence
16 to 36 Months Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	C-1 General Eye/Finger/Hand Manipulative Skills C-8S Painting with Brush G-1 Feeding/Eating
SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION	
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	
Birth to 9 Months Emerging	
8 to 18 Months Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming
16 to 36 Months Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	G-1 Feeding/Eating G-2 Undressing G-3 Dressing

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	G-4 Unfastening G-6 Toileting G-7 Bathing G-8 Grooming
Goal IT-PMP 10. Child uses safe behaviors with support from adults.	
Birth to 9 Months Emerging	
8 to 18 Months Emerging	
16 to 36 Months Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	G-14S Safety
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	
Birth to 9 Months Emerging	
8 to 18 Months Shows interest in new foods that are offered.	
16 to 36 Months Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	
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.	B-4 Running, Skipping, and Galloping B-5 Jumping B-6 Hopping B-8 Balancing on a Beam B-15S Miscellaneous Gross Motor Skills
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.	B-4 Running, Skipping, and Galloping B-5 Jumping B-6 Hopping B-8 Balancing on a Beam B-14S Wheel Toys B-15S Miscellaneous Gross Motor Skills
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	B-10 Rolling and Throwing

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have difficulty consistently coordinating motions and interactions with objects and other people.	B-11S Ball Bouncing B-12S Ball Striking – Bats a Stationary Ball B-13S Rhythm B-14S Wheel Toys
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.	B-10 Rolling and Throwing B-11S Ball Bouncing B-12S Ball Striking – Bats a Stationary Ball B-13S Rhythm B-14S Wheel Toys
SUB-DOMAIN: FINE MOTOR	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
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.	C-1 General Eye/Finger/Hand Manipulative Skills C-2 Builds Tower with Blocks C-3 Early Handwriting Skills C-4 Copies Forms C-5 Draws a Person C-6 Cuts with Scissors C-7S Puzzles C-8S Painting with Brush C-9S Clay
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.	C-1 General Eye/Finger/Hand Manipulative Skills C-2 Builds Tower with Blocks C-3 Early Handwriting Skills C-4 Copies Forms C-5 Draws a Person C-6 Cuts with Scissors C-7S Puzzles C-8S Painting with Brush C-9S Clay E-10 Prints Uppercase Letters in Sequence

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	E-14 Prints Personal Information
SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
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 regularly without adult guidance and supervision.	G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-5 Fastening G-6 Toileting G-7 Bathing G-8 Grooming G-9 Knows What to Do in Different Situations
48 to 60 Months Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	G-1 Feeding/Eating G-2 Undressing G-3 Dressing G-4 Unfastening G-5 Fastening G-6 Toileting G-7 Bathing G-8 Grooming G-9 Knows What to Do in Different Situations
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.	G-9 Knows What to Do in Different Situations G-14S Safety
48 to 60 Months Exhibits increasing independence in following basic personal safety practices and	G-9 Knows What to Do in Different Situations

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routines. Follows adult guidance around more complex practices.	G-14S Safety