

The Head Start Child Outcomes Framework
Correlated to
BRIGANCE[®] Inventory of Early Development-II
May 2007



The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

DOMAIN: LANGUAGE DEVELOPMENT

Domain Element: Listening and Understanding

PERFORMANCE INDICATORS	IED-II Assessments
Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	E-4, E-4C General Speech and Language Development
Shows progress in understanding and following simple and multiple-step directions.	E-7, E-7C Verbal Directions
Understands an increasingly complex and varied vocabulary.	E-4, E-4C General Speech and Language Development E-8 Picture Vocabulary

Domain Element: Speaking and Communicating

Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes.	E-4, E-4C General Speech and Language Development
Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	E-4, E-4C General Speech and Language Development
Uses an increasingly complex and varied spoken vocabulary.	E-4, E-4C General Speech and Language Development
Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	E-4, E-4C General Speech and Language Development

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

DOMAIN: LITERACY

Domain Element: Phonological Awareness

PERFORMANCE INDICATORS	IED-II Assessments
Shows increasing ability to discriminate and identify sounds in spoken language.	I-7 Auditory Discrimination I-8 Matches Initial Consonants with Pictures I-9 Substitutes Initial Consonant Sounds I-10 Substitutes Short-Vowel Sounds I-11 Substitutes Long-Vowel Sounds
Shows growing awareness of beginning and ending sounds of words.	I-7 Auditory Discrimination I-8 Matches Initial Consonants with Pictures I-9 Substitutes Initial Consonant Sounds
Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.	H-5 Lowercase Letter Knowledge H-6 Teacher's/Observer's Rating Form for Academic Readiness
Shows growing ability to hear and discriminate separate syllables in words.	I-7 Auditory Discrimination I-8 Matches Initial Consonants with Pictures I-9 Substitutes Initial Consonant Sounds I-10 Substitutes Short-Vowel Sounds I-11 Substitutes Long-Vowel Sounds
Associates sounds with written words, such as awareness that different words begin with the same sound.	H-5 Lowercase Letter Knowledge

Domain Element: Book Knowledge and Appreciation

Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.	F-1, F-1C Response to and Experience with Books
Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	F-1, F-1C Response to and Experience with Books
Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	F-1, F-1C Response to and Experience with Books H-6 Teacher's/Observer's Rating Form for Academic Readiness
Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.	F-1, F-1C Response to and Experience with Books

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

Domain Element: Print Awareness and Concepts

PERFORMANCE INDICATORS	IED-II Assessments
Shows increasing awareness of print in classroom, home, and community settings.	F-1, F-1C Response to and Experience with Books
Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	F-1, F-1C Response to and Experience with Books
Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	F-1, F-1C Response to and Experience with Books
Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	F-1, F-1C Response to and Experience with Books
Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	F-1, F-1C Response to and Experience with Books H-1b Visual Discrimination-Lowercase Letters and Words

Domain Element: Early Writing

Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	C-1, C-1C General Eye/Finger/Hand Manipulative Skills C-3, C-3C Prehandwriting
Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	J. MANUSCRIPT WRITING

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

Domain Element: Alphabet Knowledge

PERFORMANCE INDICATORS	IED-II Assessments
Shows progress in associating the names of letters with their shapes and sounds.	H-1a Visual Discrimination-Forms and Uppercase Letters H-1b Visual Discrimination-Lowercase Letters and Words H-3 Uppercase Letters H-4 Lowercase Letters H-5 Lowercase Letter Knowledge
Increases in ability to notice the beginning letters in familiar words.	I-7 Auditory Discrimination I-8 Matches Initial Consonants with Pictures I-9 Substitutes Initial Consonant Sounds
Identifies at least 10 letters of the alphabet, especially those in their own name.	H-1a Visual Discrimination-Forms and Uppercase Letters H-1b Visual Discrimination-Lowercase Letters and Words H-3 Uppercase Letters H-4 Lowercase Letters H-5 Lowercase Letter Knowledge
Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	H-1a Visual Discrimination-Forms and Uppercase Letters H-1b Visual Discrimination-Lowercase Letters and Words

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

DOMAIN: MATHEMATICS

Domain Element: Number and Operations

PERFORMANCE INDICATORS	IED-II Assessments
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	K-1 Number Concepts K-2 Rote Counting K-3 Reads Numerals K-4 Numerical Comprehension K-5 Ordinal Position
Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	K-1 Number Concepts K-3 Reads Numerals K-4 Numerical Comprehension
Develops increasing ability to count in sequence to 10 and beyond.	K-2 Rote Counting
Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	K-1 Number Concepts K-4 Numerical Comprehension
Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	F-5, F-5C Quantitative Concepts
Develops increased abilities to combine, separate and name "how many" concrete objects.	K-9 Addition Combinations K-10 Subtraction Combinations

Domain Element: Geometry and Spatial Sense

Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	F-4 Shape Concepts
Progresses in ability to put together and take apart shapes.	C-2, C-2C Block Tower Building
Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.	C-1C General Eye/Finger/Hand Manipulative Skills F-7 Classifying G-3C Initiative and Engagement Skills and Behaviors
Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	F-6, F-6C Directional/Positional Concepts

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

Domain Element: Patterns and Measurements

PERFORMANCE INDICATORS	IED-II Assessments
Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	B-13S Rhythm C-2C Block Tower Building K-2 Rote Counting K-5 Ordinal Position K-6 Numerals in Sequence K-7 Writes Following and Preceding Numerals
Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	C-1C General Eye/Finger/Hand Manipulative Skills F-7 Classifying G-3C Initiative and Engagement Skills and Behaviors
Begins to make comparisons between several objects based on a single attribute.	C-1C General Eye/Finger/Hand Manipulative Skills F-7 Classifying G-3C Initiative and Engagement Skills and Behaviors

DOMAIN: SCIENCE

Domain Element: Scientific Skills and Methods

Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.	G-1, G-1C General Social and Emotional Development
Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	C-1C General Eye/Finger/Hand Manipulative Skills F-7 Classifying G-3C Initiative and Engagement Skills and Behaviors
Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.	E-4, E-4C General Speech and Language Development

Domain Element: Scientific Knowledge

Develops growing awareness of ideas and language related to attributes of time and temperature.	K-12 Time
---	-----------

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

DOMAIN: CREATIVE ARTS

Domain Element: Music

PERFORMANCE INDICATORS	IED-II Assessments
Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	B-13S Rhythm E-12S Singing G-1, G-1C General Social and Emotional Development
Experiments with a variety of musical instruments.	B-13S Rhythm

Domain Element: Art

Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	C-4 Draw a Person C-5, C-5C Forms C-6, C-6C Cutting with Scissors C-8S Painting with Brush C-9S Clay
Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.	C-6, C-6C Cutting with Scissors C-8S Painting with Brush C-9S Clay
Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	C-8S Painting with Brush C-9S Clay
Begins to understand and share opinions about artistic products and experiences.	C-8S Painting with Brush C-9S Clay

Domain Element: Movement

Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	B-13S Rhythm E-12S Singing
Shows growth in moving in time to different patterns of beat and rhythm in music.	B-13S Rhythm E-12S Singing

Domain Element: Dramatic Play

Participates in a variety of dramatic play activities that become more extended and complex.	G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors
Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

Domain Element: Self-Concept

PERFORMANCE INDICATORS	IED-II Assessments
Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.	G-1, G-1C General Social and Emotional Development
Develops growing capacity for independence in a range of activities, routines, and tasks.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors
Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	G-1, G-1C General Social and Emotional Development

Domain Element: Self-Control

Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.	G-1, G-1C General Social and Emotional Development
Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	G-1, G-1C General Social and Emotional Development
Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors

Domain Element: Cooperation

Increases abilities to sustain interactions with peers by helping, sharing, and discussion.	G-1, G-1C General Social and Emotional Development
Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.	G-1, G-1C General Social and Emotional Development
Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	G-1, G-1C General Social and Emotional Development

Domain Element: Social Relationships

Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	G-1, G-1C General Social and Emotional Development
Shows progress in developing friendships with peers.	G-1, G-1C General Social and Emotional Development
Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	G-1, G-1C General Social and Emotional Development

The Head Start Child Outcomes Framework
Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
May 2007

Domain Element: Knowledge of Families & Communities

PERFORMANCE INDICATORS	IED-II Assessments
Develops ability to identify personal characteristics, including gender and family composition.	G-1, G-1C General Social and Emotional Development
Develops growing awareness of jobs and what is required to perform them.	F-10 Knows Function of Community Helpers F-11 Knows Where to Go for Services
Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community.	F-6, F-6C Directional/Positional Concepts

DOMAIN: APPROACHES TO LEARNING

Domain Element: Initiative and Curiosity

Chooses to participate in an increasing variety of tasks and activities.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors
Develops increased ability to make independent choices.	G-3, G-3C Initiative and Engagement Skills and Behaviors
Approaches tasks and activities with increased flexibility, imagination, and inventiveness.	G-3, G-3C Initiative and Engagement Skills and Behaviors
Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	G-1, G-1C General Social and Emotional Development G-2, G-2C Play Skills and Behaviors G-3, G-3C Initiative and Engagement Skills and Behaviors

Domain Element: Engagement and Persistence

Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.	G-3, G-3C Initiative and Engagement Skills and Behaviors
Demonstrates increasing ability to set goals and develop and follow through on plans.	G-3, G-3C Initiative and Engagement Skills and Behaviors
Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	G-3, G-3C Initiative and Engagement Skills and Behaviors E-7, E-7C Verbal Directions

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

Domain Element: Reasoning and Problem Solving

PERFORMANCE INDICATORS	IED-II Assessments
Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	G-1, G-1C General Social and Emotional Development
Develops increasing abilities to classify, compare and contrast objects, events, and experiences.	C-1C General Eye/Finger/Hand Manipulative Skills F-7 Classifying G-3C Initiative and Engagement Skills and Behaviors

DOMAIN: PHYSICAL HEALTH AND DEVELOPMENT

Domain Element: Gross Motor Skills

Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.	B-2, B-2C Walking B-3, B-3C Stairs and Climbing B-4, B-4C Running B-5, B-5C Jumping B-6 Hopping
Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	B-7 Kicking B-9 Catching B-10, B-10C Rolling and Throwing B-11S Ball Bouncing

Domain Element: Fine Motor Skills

	C. FINE-MOTOR SKILLS AND BEHAVIORS
Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.	
Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.	C-2, C-2C Block Tower Building C-5, C-5C Forms C-6, C-6C Cutting with Scissors C-7S Puzzles
Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.	C-3, C-3C Prehandwriting C-8S Painting with Brush C-9S Clay

The Head Start Child Outcomes Framework
 Correlated to BRIGANCE® Inventory of Early Development–II (IED–II)
 May 2007

Domain Element: Health Status and Practices

PERFORMANCE INDICATORS	IED-II Assessments
Progresses in physical growth, strength, stamina, and flexibility.	H-6 Teacher's/Observer's Rating Form for Academic Readiness
Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	D. SELF-HELP SKILLS
Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.	D-11S Safety