

# Head Start Early Learning Outcomes Framework Infant and Toddler Aligned with Frog Street AIM Observational Assessment



Social Foundations Domain		
AIM Learning Progressions		Head Start Learning Outcomes
SF.A1	<b>Emotional Identification:</b> Responds to emotions of others and expands to identifying emotions of self and others.	IT-SE 6. Child learns to express a range of emotions. IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.
SF.A.2	<b>Response to Distressed Peer:</b> Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer.	IT-SE 8. Child expresses care and concern towards others.
SF.A.3	<b>Separation from Adults:</b> Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations.	IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
SF.A.4	<b>Seeking Emotional Support:</b> Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed.	IT-ATL 1. Child manages feelings and emotions with support of familiar adults. IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. IT-SE 3. Child learns to use adults as a resource to meet needs.
SF.A.5	<b>Conflict Resolution Strategies:</b> Engages with peers and resolves conflicts with decreasing reliance on adult support.	IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
SF.A.6	<b>Identifying Abilities:</b> Identifies abilities with increasing ability.	IT-SE 11. Child understands some characteristics of self and others
SF.A.7	<b>Self-Confidence:</b> Demonstrates increasing self-confidence in own abilities.	IT-SE 10. Child shows awareness about self and how to connect with others. IT-SE 12. Child shows confidence in own abilities through relationships with others.
SF.A.8	<b>Community:</b> Identifies self in relation to community and other groups with increasing awareness.	IT-SE 13. Child develops a sense of belonging through relationships with others. IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.
SF.B.1	<b>Self-Control Strategies:</b> Develops strategies to manage the expansion of feelings and thoughts by regulating behavior with decreasing reliance on adult support.	IT-ATL 2. Child manages actions and behavior with support of familiar adults. IT-ATL 3. Child maintains focus and sustains attention with support IT-SE 9. Child manages emotions with the support of familiar adults.
SF.B.2	<b>Persisting with Tasks:</b> Demonstrates the ability to persist with a task for increasing lengths of time.	IT-ATL 3. Child maintains focus and sustains attention with support. IT-ATL 4. Child develops the ability to show persistence in actions and behavior.
SF.B.3	<b>Following Directions:</b> Follows adult lead by imitating actions and expands ability to follow increasingly complex directions.	IT-LC 1. Child attends to, understands, and responds to communication and language from others.
SF.B.4	<b>Information Recall and Connection:</b> Recalls or repeats familiar routines, simple activities and past experiences with increasing complexity.	IT-ATL 3. Child maintains focus and sustains attention with support
SF.B.5	<b>Using Logic:</b> Uses logic to solve increasingly complex problems.	IT-C 2. Child uses understanding of causal relationships to act on social and

		physical environments. <b>IT-C 7.</b> Child uses reasoning and planning ahead to solve problems.
<b>SF.B.6</b>	<b>Interest:</b> Shows some interest in objects and engages in activities, and increasingly shares them with others.	<b>IT-ATL 6.</b> Child demonstrates emerging initiative in interactions, experiences, and explorations.
<b>SF.B.7</b>	<b>Planning:</b> Plans and initiates activities of increasing complexity.	<b>IT-ATL 6.</b> Child demonstrates emerging initiative in interactions, experiences, and explorations. <b>IT-C 7.</b> Child uses reasoning and planning ahead to solve problems.
<b>SF.B.8</b>	<b>Play/ Work with Peers:</b> Engages with peers with increasing coordination and cooperation.	<b>IT-SE 10.</b> Child shows awareness about self and how to connect with others. <b>IT-ATL 9.</b> Child shows imagination in play and interactions with others. <b>IT-SE 5.</b> Child imitates and engages in play with other children.
<b>SF.B.9</b>	<b>Social Behaviors:</b> Uses increasingly positive social behaviors when interacting with peers.	<b>IT-SE 4.</b> Child shows interest in, interacts with, and develops personal relationships with other children. <b>IT-ATL 5.</b> Child demonstrates the ability to be flexible in actions and behavior.
<b>SF.B.10</b>	<b>Creativity and Self-Expression:</b> Demonstrates creative thinking in increasingly complex ways.	<b>IT-ATL 8.</b> Child uses creativity to increase understanding and learning.

Language and Literacy Domain		
AIM Learning Progressions		Head Start Learning Outcomes
LL.A.1	<b>Listening/ Purposes and Situations:</b> Understands adults and peers in a variety of contexts and different situations.	<b>IT-LC 1.</b> Child attends to, understands, and responds to communication and language from others. <b>IT-LC 2.</b> Child learns from communication and language experiences with others.
LL.A.2	<b>Speaking/ Purposes and Situations:</b> Communicates with adults and peers for a variety of purposes in different situations.	<b>IT-LC 3.</b> Child communicates needs and wants non-verbally and by using language <b>IT-LC 4.</b> Child uses non-verbal communication and language to engage others in interaction.
LL.A.3	<b>Word Meanings:</b> Understands and communicates an increasing number of words	<b>IT-LC 7.</b> Child understands an increasing number of words used in communication with others. <b>IT-LC 8.</b> Child uses an increasing number of words in communication and conversation with others.
LL.A.4	<b>Word Relationships:</b> Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning, and multiple meanings for the same word.	<b>IT-LC 7.</b> Child understands an increasing number of words used in communication with others.
LL.A.5	<b>Sentences:</b> Produces words, and expands ability to produce word phrases and increasing complex sentences.	<b>IT-LC 5.</b> Child uses increasingly complex language in conversation with others. <b>IT-LC 6.</b> Child initiates non-verbal communication and language to learn and gain information.
LL.A.6	<b>Questions:</b> Produces questions through changes in pitch and expands ability to include manipulating of sentence structure.	<b>IT-LC 5.</b> Child uses increasingly complex language in conversation with others.
LL.A.7	<b>Prepositions:</b> Uses an increasing number of prepositions.	<b>IT-LC 5.</b> Child uses increasingly complex language in conversation with others.
LL.A.8	<b>Inflections:</b> Uses inflections of increasing complexity and matches them to appropriate words.	<b>IT-LC 5.</b> Child uses increasingly complex language in conversation with others.
LL.B.1	<b>Responds to Questions About a Text:</b> Responds to increasingly complex questions about text.	<b>IT-LC 10.</b> Child handles books and relates them to their stories or information.
LL.B.2	<b>Retell a Text:</b> Shows interest in books and expands ability to retelling parts of stories with gestures, words, or drawings.	<b>IT-LC 12.</b> Child comprehends meaning from pictures and stories.
LL.B.3	<b>Concepts of Print:</b> Shows interest in print and expands ability to identify features and purposes of print.	<b>IT-LC 11.</b> Child recognizes pictures and some symbols, signs, or words
LL.B.4	<b>Rhyming Words:</b> Shows interest in rhymes and expands ability to identify and produce rhymes.	<b>IT-LC 9.</b> Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
LL.B.5	<b>Syllables/ Onsets and Rimes/ Phonemes:</b> Identifies syllables and expands ability to orally blend and segment syllables, onsets and	

	rimes, and phonemes.	
LL.B.6	<b>Initial/ Final/ Medial Sounds:</b> Identifies initial sounds in spoken words and expands ability to identify final and medial sounds	
LL.B.7	<b>Adding/ Deleting/ Substituting Sounds:</b> Orally adds, deletes, and substitutes initial sounds in single syllable words to create new words, and expands ability to final and medial sounds.	
LL.B.8	<b>Upper and Lower Case Letters:</b> Identifies an increasing number of upper and lower case letters	
LL.B.9	<b>Letter Sounds:</b> Identifies and produces an increasing number of the most frequent sounds that correspond to letters.	
LL.C.1	<b>Name Recognition and Writing:</b> Recognizes letters of own name and expands ability to recognize and write own name.	IT-LC 13. Child makes marks and uses them to represent objects or actions.
LL.C.2	<b>Writing to Convey Meaning:</b> Conveys meaning through writing with increasing effectiveness	IT-LC 13. Child makes marks and uses them to represent objects or actions.

Cognition Domain		
AIM Learning Progressions		Head Start Learning Outcomes
C/M.A.1	<b>Rote Counting:</b> Demonstrates knowledge of number words and expands ability to reciting number words in sequence.	IT-C 8. Child develops sense of number and quantity
C/M.A.2	<b>Object Counting:</b> Demonstrates ability to count and increasing number of objects using one-to-one correspondence with an understanding that the last number tells how many (cardinality)	IT-C 8. Child develops sense of number and quantity
C/M.A.3	<b>Making Sets:</b> Demonstrates knowledge of quantity by making and representing sets of objects.	IT-C 8. Child develops sense of number and quantity. IT-C 12. Child uses objects or symbols to represent something else.
C/M.A.4	<b>Subitizing (Small Number Recognition)</b> Demonstrates ability to recognize and name an increasing number of objects in a group without having to count.	IT-C 8. Child develops sense of number and quantity
C/M.B.1	<b>Comparing Quantities:</b> Uses increasingly more efficient strategies to compare the numerical value of two quantities.	IT-C 6. Child learns to use a variety of strategies in solving problems. IT-C 8. Child develops sense of number and quantity
C/M.B.2	<b>Addition:</b> Solves increasingly complex addition problems.	IT-C 6. Child learns to use a variety of strategies in solving problems. IT-C 8. Child develops sense of number and quantity
C/M.B.3	<b>Subtraction:</b> Solves increasingly complex subtraction problems.	IT-C 6. Child learns to use a variety of strategies in solving problems. IT-C 8. Child develops sense of number and quantity
C/M.B.4	<b>Identifying, Extending, and Creating Patterns:</b> Uses logic and observation to identify, extend, describe, and create patterns	IT-C 4. Child recognizes the stability of people and objects in the environment. IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors. IT-C 12. Child uses objects or symbols to represent something else.
C/M.C.1	<b>Identifying/ Comparing/ Measuring:</b> Identifies and compares objects by one measurable attribute and expands ability to multiple attributes.	IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.
C/M.C.2	<b>Two-Dimensional Shapes:</b> Explores two--dimensional shapes and expands ability to match, identify and describe these figures.	IT-C 9. Child uses spatial awareness to understand objects and their movement in space. IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics
C/M.C.3	<b>Three-Dimensional Shapes:</b> Identifies three-dimensional shapes and expands ability to describe three-dimensional shapes.	IT-C 9. Child uses spatial awareness to understand objects and their movement in space. IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics
C/M.C.4	<b>Combining Shapes:</b> Combines shapes to form new shapes and uses	IT-C 9. Child uses spatial awareness to understand objects and their movement

	positional words to describe those transformations.	in space.
<b>C/S.A.1</b>	<b>Examining, Describing, and Classifying Data:</b> Sorts and classifies objects, events, and phenomenon by an increasing number of attributes.	<b>IT-C 3.</b> Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. <b>IT-C 10.</b> Child uses matching and sorting of objects or people to understand similar and different characteristics.
<b>C/S.A.2</b>	<b>Explore, Examine, and Investigate:</b> Explores objects and people and expands ability to gather and communicate information about them.	<b>IT-C 1.</b> Child actively explores people and objects to understand self, others, and objects.
<b>C/SS.A.1</b>	<b>Rules at Home and School:</b> Responds to adult requests/expectations and expands ability to understand the reason for them.	<b>IT-ATL 2.</b> Child manages actions and behavior with support of familiar adults. <b>IT-C 13.</b> Child uses pretend play to increase understanding of culture, environment, and experiences.
<b>C/SS.B.1</b>	<b>Past, Present, and Future:</b> Shows awareness and steps in familiar routines and expands ability to describe series of events.	<b>IT-C 5.</b> Child uses memories as a foundation for more complex actions and thoughts.

Perceptual, Motor and Physical Domain		
AIM Learning Progressions		Head Start Learning Outcomes
PPMD.A.1	<b>Locomotor Skills:</b> Moves whole body with increasing control, coordination, and balance.	<b>IT-PMP 4.</b> Child demonstrates effective and efficient use of large muscles to explore the environment.
PPMD.A.2	<b>Non-Locomotor Skills:</b> Moves body parts with increasing control, coordination, and balance.	<b>IT-PMP 3.</b> Child demonstrates effective and efficient use of large muscles for movement and position.
PPMD.A.3	<b>Perceptual/ Spatial Awareness:</b> Uses objects with increasing awareness and coordination of the body.	<b>IT-PMP 1.</b> Child uses perceptual information to understand objects, experiences, and interactions. <b>IT-PMP 2.</b> Child uses perceptual information in directing own actions, experiences, and interactions. <b>IT-PMP 5.</b> Child uses sensory information and body awareness to understand how their body relates to the environment.
PPMD.A.4	<b>Tools and Object Manipulation:</b> Manipulates tools or objects using hands with increasing coordination and control.	<b>IT-PMP 6.</b> Child coordinates hand and eye movements to perform actions. <b>IT-PMP 7.</b> Child uses hands for exploration, play, and daily routines.
PPMD.A.5	<b>Writing Tool Grasp:</b> Manipulates writing and drawing tools with increasingly efficient grasp.	<b>IT-PMP 6.</b> Child coordinates hand and eye movements to perform actions. <b>IT-PMP 8.</b> Child adjusts reach and grasp to use tools
PPMD.B.1	<b>Personal Care and Basic Hygiene:</b> Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.	<b>IT-PMP 9.</b> Child demonstrates healthy behaviors with increasing independence as part of everyday routines. <b>IT-PMP 10.</b> Child uses safe behaviors with support from adults.
PPMD.B.2	<b>Nutrition:</b> Increasingly makes and identifies healthy eating choices.	<b>IT-PMP 11.</b> Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.