

Florida's Early Learning Standards and the Florida Kindergarten Readiness Screener

Briefing Paper

Strategy 1: Objective 1

Virtual School Readiness Incubator Project

Florida Institute of Education at the University of North Florida

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I. Standards Overview

A. Purpose

Reform and accountability, concepts that were generally used only in the K-12 public education arena, are now being applied to early education. This represents a fundamental change in early education. Child care has changed from providing basic custodial care to emphasizing early learning as a meaningful opportunity for positive educational outcomes for all children, especially those at risk. “The case for public investment in early education has been strengthened by evidence that preschool programs can boost school readiness in the short run and, in the long run, improve graduation rates, increase adult earnings, and lower crime rates,” (Reynolds, Temple, Robertson, & Mann, as cited by Shore, Bodrova, & Long, 2004). To communicate expectations for young learners, state agencies and professional organizations have published education standards to describe what children should know and be able to do at each age or grade level and in each subject area (Shore et al.). Many states that have aligned curriculum with standards have seen increased student achievement (Education Commission of the States, 2000).

In Florida, early education standards appeared in 2000 when the Florida State Board of Education was presented with the *Florida School Readiness Performance Standards for Three-, Four-, and Five-Year-Old Children*. In 2002, Florida’s voters approved an amendment to the state Constitution that required the development of performance standards for children served in the Voluntary Prekindergarten Education Program (VPK). The State Board of Education recommended a revision of the *School Readiness Performance Standards* to include information related to early literacy and oral language. In 2005, the *Florida VPK Education*

Standards were formally adopted by the Florida State Board of Education. The new *VPK Standards* replaced the *School Readiness Performance Standards* and included an additional developmental domain, Emergent Literacy.

Collectively, *The Florida Birth to Three Learning and Developmental Standards*, *Florida School Readiness Performance Standards for Three-, Four-, and Five-Year-Old Children*, and *The Florida Voluntary Prekindergarten Education Standards* (Florida's early education standards) describe age-appropriate knowledge related to the way children think, explore, create, and reason as they engage in the learning process. Each set of standards focuses on age-appropriate expectations that are designed to guide administrators and teachers in creating and implementing appropriate learning environments and activities.

Education standards are used to provide children with a coherent educational experience and to describe the kinds of development and learning that should be taking place (Shore et al., 2004). Child-outcome standards define expectations for children's development and learning. The two types of child-outcome standards most often referred to in Florida are *content standards* and *performance standards*. Content standards address the range of knowledge and skills that children should master. Performance standards describe how children can demonstrate that they have mastered the content standards (Shore et al.).

The intended outcomes of using standards are to improve the odds that early learning programs will boost school readiness and to lay a solid foundation for later achievement (Shore et al., 2004). Florida's early education standards provide a common vision for teachers of young children in the state of Florida and establish a foundation for accountability. The standards are a culmination of the work of the Florida Partnership for School Readiness, the Florida Agency for

Workforce Innovation, the Florida Department of Children and Families, and the Florida Department of Education. The work included an analysis of research, a review of best practices, a review of standards used across the nation, a review of principles developed by the National Association of the Education of Young Children (NAEYC), and input from early childhood practitioners and kindergarten teachers.

When using the standards, teachers should be able to determine what each child knows and understands, and should use that information to plan appropriate and varied learning opportunities (Stipek, 2006). Teachers need to have clear learning goals, plan activities carefully to achieve those goals, assess children's learning regularly, and modify instruction when activities are not helping children learn.

Teachers should be able to align curriculum and classroom assessments with the standards. In order to do this, teachers must be able to align the curriculum content and child-outcome standards and provide educational experiences that reflect the content, e.g., knowledge, skills, abilities. Positive impact can be made when an alignment is also made with assessments. It is essential to assess students in relationship to what they have experienced, should know, and/or should be able to do. Change in teacher practice should also be made to meet the various needs of individual students. Utilizing standards appropriately in early childhood education is a critical factor in improving school readiness outcomes for children entering kindergarten.

B. Learning Domains Related to the Florida Early Learning Standards

The Florida early education standards were developed using seven areas of learning, designated as domains. Within each standards book, there is a description and overview of the domain. The infant and toddler domains are the same as the preschool domains with the

exception of Emergent Literacy, which is only found in the *Florida Voluntary Prekindergarten Education Standards* (see Appendix A). All the Florida early education standards are based on what is known about what children should know and be able to do related to the continuum of child development. It is important to note, however, that while an individual child's development usually occurs in a sequence of predictable milestones, there may be wide variations at which the milestones are achieved (*Florida Voluntary Prekindergarten Education Standards*, 2005). The *Florida Birth to Three Learning and Developmental Standards* (see Appendix B) were developed by the *Florida Partnership for School Readiness Birth to Three Performance Standards Workgroup*. The Workgroup was made up of a variety of experts from the private and public sectors, child advocates, and university researchers. The standards were derived from guiding principles addressing developmental expectations, assessment, and accountability. The *Florida Birth to Three Learning and Developmental Standards* are separated into four age categories: birth to 8 months, 8 to 18 months, 18 to 24 months, and 24 to 36 months.

The *Florida School Readiness Performance Standards for Three-, Four-, and Five-Year-Old Children* (see Appendix C) were developed under the auspices of the Florida Partnership for School Readiness by the Performance Standards and Outcome Measures Workgroup and Advisory Committee. Committee members included representatives from school districts, public and private child care providers, health agencies, and national and state experts in child development. The standards are separated into three age categories: 3-year-olds, 4-year-olds, and 5-year-olds. The *Florida School Readiness Performance Standards* are cross-

referenced with the Head Start Performance Standards and the Florida Sunshine State Standards.

The *Florida Voluntary Prekindergarten Education Standards* support Section 1(b), Article IX of the Florida Constitution. To implement the voter-approved amendment, was passed that required the Florida Department of Education to adopt performance standards for children participating in VPK programs. To ensure Florida’s School Readiness Standards were appropriate, the Office of Early Learning collaborated with the Florida Center for Reading Research (FCRR) and formed a panel of experts in early childhood education and literacy. The panel reviewed and revised the *Florida School Readiness Performance Standards for Four-Year-Olds* and developed standards for emergent literacy. The *Florida Voluntary Prekindergarten Education Standards* address skills that are typically demonstrated during the Prekindergarten year. The developmental domains designated for each set of standards are listed in the sections that follow.

The Florida Birth to Three Learning & Developmental Standards (Board adopted 2004)

The Florida School Readiness Performance Standards for Three-, Four-, and Five-Year-Old Children (Board adopted 2001)

Developmental Domains

- Physical Health
- Approaches to Learning
- Social and Emotional Development
- Language and Communication Development
- Cognitive Development and General Knowledge

- Motor Development

The Florida Voluntary Prekindergarten Education Standards (Board adopted 2005) replaced the *Florida School Readiness Performance Standards for Four-Year-Olds*

Developmental Domains

- Physical Health
- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Emergent Literacy
- Cognitive Development and General Knowledge
- Motor Development

C. Implications for Early Education Teachers and Directors

Educational standards and curriculum are essential components of high-quality early education. Curriculum should be developed based on children's ages, learning needs, and cultural background as well as teachers' training, experiences, and opportunities for professional development (Frede & Ackerman, 2007). Educational standards should clearly communicate learning goals and provide information that can be used to determine where students are in their progress toward achieving age-appropriate expectations (Ackerman & Barnett, 2006). The following implications address the necessity of using educational standards in early education.

- ✓ All teachers should receive training on the purpose and application of the Florida early learning standards.

- ✓ Standards should be utilized not as curriculum, but to guide curriculum decisions.
- ✓ Curriculum used in preschool classrooms should be developmentally appropriate, derived from research, and address the domains of development.
- ✓ Benchmarks from the Florida standards should be used to plan appropriate learning opportunities for children.
- ✓ Learning opportunities for young children should address content standards (what children should know) as well as performance standards (what children should be able to do).
- ✓ Teachers must be aware of what children should know and should be able to do in relationship to their age/grade.
- ✓ Knowledge of child development should be applied to lesson planning.
- ✓ Multiple opportunities should be available for children to practice new skills.
- ✓ Cross age-group planning opportunities should be made available to teachers to reflect on instruction.

II. The Florida Kindergarten Readiness Screener (*FLKRS*)

A. *FLKRS* Overview

The Florida Statute Section 1002.69(1) directed the Florida Department of Education to establish a kindergarten readiness screening based on *Florida's Voluntary Prekindergarten Education Standards*. The *FLKRS* was designed to provide for the screening of each child's readiness for kindergarten. The *FLKRS* includes a subset from the Early Childhood Observation System™ (*ECHOS*™) and two measures of the

Dynamic Indicators of Basic Early Literacy Skills® (DIBELS®) to gather information on a child's development in emergent literacy. As mandated by Florida Statute Sections 1002.69(2) & (5), data from FLKRS is used to calculate a readiness rate for private and public school providers of the Florida Voluntary Education Program. In 2006, FLKRS replaced the School Readiness Uniform Screening (SRUSS) that had been used to gather information about readiness of all public school children as they entered kindergarten.

FLKRS is usually administered within a child's kindergarten classroom. School districts determine the best administration procedures for their individual schools. The ideal administration of ECHOS™ would be by a child's kindergarten teacher who imbeds observations of the child approximately 10 minutes per day over a 1- to 2-week period; the classroom teacher should then use the results to plan for instruction. The Letter Naming Fluency and Initial Sound Fluency measures of DIBELS® take about 5 minutes per child and are administered individually. Anyone who administers ECHOS™ and/or DIBELS® is required to attend training prior to the administration of each component. Florida Statute requires FLKRS to be administered during the first 30 days of the kindergarten school year. DIBELS® must be administered between days 20 and 29 of the school year.

B. Early Childhood Observation System™ (ECHOS™)

As stated in the *Early Childhood Observation System Teacher's Guide*, ECHOS™ is an assessment tool to help teachers monitor the progress of their students and is used as one portion of Florida's readiness screening, FLKRS. The assessment is comprised of age-appropriate benchmarks across seven domains of learning and development. The ECHOS™ domains include language and literacy, mathematics, social and personal skills, social studies, physical

development and fitness, and creative arts. The assessment lists specific examples of children's behaviors that serve as progress indicators for the skills. ECHOS™ meets the criteria of appropriateness set forth by the NAEYC for assessing young children (NAEYC Position Paper, 2003). There are many ways that a child can show progress on the benchmarks, and teachers will also make assessment decisions based on the child's particular learning style and interests. The benchmarks and performance activities are stated in positive terms and reflect what the child knows, not what the child does not know. The ratings on each item identify three performance levels—"not yet demonstrating," "emerging/progressing," and "consistently demonstrates"—to derive an overall composite score on each benchmark.

C. Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)

DIBELS® is the second component of Florida's kindergarten readiness screening (FLKRS). Two measures of DIBELS® are used: Letter Naming Fluency (LNF) and Initial Sound Fluency (ISF).

As stated in the *DIBELS Training Manual, 2006*, the LNF measure of DIBELS® is primarily used in kindergarten and the beginning of first grade. It is a 1-minute task that provides a measure of a student's proficiency in naming upper- and lowercase letters. Students are presented with a page of upper- and lowercase letters arranged in random order and are asked to name as many letters as they can in 1 minute. If students do not know a letter, they are given the letter name. The LNF measure is an indicator of risk. Students identified at risk should be instructed in phonological awareness and the alphabetic principle.

The ISF measure of DIBELS® is primarily used in the last year of preschool through the middle of kindergarten. As the *DIBELS Manual* explains, the ISF measure is a tool used to

assess a child's ability to recognize and produce the initial sound in an orally presented word. The examiner presents four pictures to the child, names each picture, and then asks the child to identify the picture that begins with the sound produced orally by the examiner. Scores are used to determine children who score at high, moderate, or low risk. Those who are identified at risk should be instructed in phonological awareness.

D. Implications for Early Education Teachers and Directors

In order to insure that all children, especially those at risk, have access to high-quality early educational opportunities, teachers and directors should know and apply knowledge of best practices regarding curriculum and assessment. The NAEYC and the National Association of Early Childhood Education Specialists in State Departments of Education have published a joint position paper (2003) regarding early childhood curriculum and assessment that states:

...stakeholders have a shared responsibility to construct comprehensive systems of curriculum, assessment, and program evaluation guided by sound early childhood practices, effective early learning standards and program standards, and a set of core principles and values...Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. (p. 6)

The following implications address the necessity of using assessments and assessment data appropriately.

- ✓ Because young children learn differently from older children, teachers should assess them in several ways.
- ✓ Young children should have the opportunity to express what they know in ways other than traditional assessment methods.

- ✓ Teachers should be mindful that young children develop at different paces through each domain.
- ✓ Assessments should primarily be administered in a one-on-one setting, or embedded in regular classroom activities.
- ✓ Directors should be aware of and sensitive to the individual differences among children when interpreting assessment results (Guddemi & Case, 2004).
- ✓ Placement and special-needs decisions should not be made based on a single test result.
- ✓ Information gained from assessment results should be used by teachers to guide instruction.
- ✓ Assessments should be used for a specific purpose, such as to support learning, identify special needs, evaluate a program, etc. (Shepard, Kagan, & Wurtz, 1998).

III. Alignment of the Florida Early Learning Standards and FLKRS

Aligning early education with standards, curriculum, and the assessments children will experience in kindergarten assures that the skills children learn at one level form a solid foundation for the skills they will learn at the next (Graves, 2006). The following appendices align the 19 benchmarks of ECHOS™ and the *Florida Voluntary Prekindergarten Education Standards*, the *Florida School Readiness Performance Standards for Three-, Four-, and Five-Year-Olds*, and the *Florida Birth to Three Learning and Developmental Standards*. From birth through age 5, early education teachers have tools to support every child’s development and improve every child’s readiness to begin kindergarten in the state of Florida.

APPENDIX A *Florida Voluntary Prekindergarten Educational Standards
Alignment*

APPENDIX B *Florida Birth to Three Education and Development
Standards Alignment*

APPENDIX C *Florida School Readiness Performance Standards for
Three-, Four-, and Five-Year-Olds Alignment*

APPENDIX A

ECHOS Alignment with Florida VPK Standards

	VPK Standards
1. Concepts of Print	Comprehension: A. Emergent Reading #1 Benchmark b Child uses books and other written materials appropriately.
2. Oral Language and Vocabulary	Language and Communication: C. Vocabulary # 1 Benchmark a. Uses expanded vocabulary to describe many objects, actions, and events.
3. Comprehension	Comprehension: A. Emergent Reading #4 Benchmark a Shows understanding of text read aloud. Child retells or reenacts a story after it read aloud.
4. Comprehension	Comprehension: B. Emergent Reading #4 Benchmark b. Shows understanding of text read aloud. Child asks and answers questions about the story.
5. Writing	Comprehension: B. Emergent Writing #1 Benchmark. Shows motivations to engage in written expression. Child intentionally uses scribbles/writing to convey meaning.
6. Number Sense and Operation	Cognitive Development & General Knowledge: Mathematical Thinking A. Number & Operations #1 A. Shows beginning understanding of number and quantity.
7. Geometry	Cognitive Development & General Knowledge: A. (d) Geometry and Spatial Relations. Begins to recognize and describe the attributes of shapes.
8. Algebraic Thinking	Cognitive Development & General Knowledge: Math Processes, Patterns, Relationships, & Functions #2. Recognizes patterns and duplicates them.
9. Data Analysis	Cognitive Development & General Knowledge: Math Processes, Patterns, Relationships, & Functions #3 (b). Collects and analyzes information (data analysis).
10. Responsible decision making	Social and Emotional Development: B. Self-Control #2. Uses classroom materials carefully.
11. Social Problem Solving	Social and Emotional Development: D. Relationships with Peers 1, 2, 3. Interacts easily with one or more children. Develops special friendships. Participates in the group life of the class.
12. Approaches to Learning	Approaches to Learning: A. Eagerness & Curiosity #1. Shows eagerness and curiosity as a learner.
13. Scientific Inquiry	Cognitive Development and General Knowledge: Scientific Thinking B. (a) Inquiry. Asks questions and uses senses to observe and explore materials and natural phenomena.
14. Production, Distribution, and Consumption	Cognitive Development and General Knowledge: Social Development C. (b) Human Independence. Describes some people's jobs and what is required to perform them.
15. Civic Ideals and Participation	Cognitive Development and General Knowledge: C. (c) Citizenship and Government. Demonstrates awareness of rules.
16. Fitness	Motor Development A. Gross Motor Development #1, 2. Moves with balance and control. Coordinates movements to perform simple tasks.

17. Fine Motor Skills

Motor Development B. Fine Motor Development #1, 2, 3. Uses strength and control to perform simple tasks. Uses eye-hand coordination to perform tasks. Shows beginning control of writing, drawing, and art tools.

18. Dance

Cognitive Development and General Knowledge: The Arts: Expression and Representation #2, 3. Participates in group music experiences. Participates in creative movement, dance, and drama.

19. Visual Arts

Cognitive Development and General Knowledge: The Arts: D (a) Expression and Representation. Uses a variety of art materials for tactile experience and exploration.

APPENDIX B

ECHOS Alignment with Florida Standards Birth to 3

1. Concepts of Print

Birth– 8 months	C. #1 pg. 59	Shows enjoyment of the sounds and rhythms of language
8-18 months	C. #1 pg. 61	Builds and uses vocabulary through direct experiences with pictures and books
18-24 months		
	C. #1, 2 pg. 64	Learns that pictures represent real objects, events, & ideas, Shows motivation to read
24-36 months	C. #1,2 pg. 67	Shows growing interest in print and books, Shows motivation to read

2. Oral Language and Vocabulary

Birth– 8 months	A. #1, B. #1, C. #1 pg. 59-60	Responds to frequently heard sounds and words, Uses a variety of sounds and movements, Shows enjoyment of the sounds and rhythms of language
8-18 months	A. #1, B. #1, C. #1 pg. 61	Shows increased understanding of gestures and words, Uses consistent sounds, gestures, and some words to communicate, Builds and uses vocabulary through direct experiences and involvement with pictures and books
18-24 months	A. #1, B. #1, 2, C. #1,2 pg. 63-64	Gains meaning through listening, Uses a growing number of words and puts words together, Attends and tries to take part in conversations, Learns pictures represent real objects, events, and ideas, Shows motivation to read
24-36 months	A#1, B.# 1, 2 C#1,2 p. 67	Gains meaning through listening, Speaks clearly enough to be understood by most listeners, participates in conversations, shows growing interest in print and books, shows motivation to read

3. Comprehension

Birth– 8 months	C. #1 p. 59	Shows enjoyment of the sounds and rhythms of language
8-18 months	C. #1 p. 61	Builds and uses vocabulary through direct experiences and involvement with pictures and books
18-24 months	C. #1 p.64	Learns that pictures represent real objects, events, and ideas
24-36 months	C. #1 p.67	Shows growing interest in print and books

4. Comprehension

Birth– 8 months	C. #1 p.59	Shows enjoyment of the sounds and rhythms of language
8-18 months	C. #1 p.61	Builds and uses vocabulary through direct experiences and involvement with pictures and books,
18-24 months	C. #1, 2 p.64	Learns that pictures represent real objects, events, and ideas, Shows motivation to read
24-36 months	C. #1, 2 p. 67	Shows growing interest in print and books, Shows motivation to read

5. Writing

Birth– 8 months	D. #1 p. 60	Develops eye-hand coordination and more intentional hand control
8-18 months	D. #1,2 p. 60	Uses tools to make scribbles, Repeats actions that symbolize meaningful ideas
18-24 months	D. #1,2 p. 64-65	Makes purposeful marks on paper, Uses beginning representation through play that imitates familiar routines
24-36 months	D. #1, 2 p. 68	Uses scribbles and unconventional shapes to convey messages, Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed

6. Number Sense and Operation

Birth– 8 months	A. #3, 2nd Bullet p. 72	Begins to make things happen (reaching and grabbing things)
8-18 months	A #1 paragraph p. 75	Responds in varied ways to people and objects (They see something and they are able to move toward it, grab it, and explore how it works)
18-24 months	A. #3 Bullet 3 p. 78	Initiates more complex interactions (stacking blocks and knocking them down)
24-36 months	B. Concept Development #3 Bullets 2, 4 p. 81	Demonstrates discriminating responses to people and objects (wanting to be assigned a job) (putting an object "on top of " or "under" the table

7. Geometry

Birth– 8 months	B. #1 5th bullet p. 73	Responds in simple ways to people and objects (following both horizontal and vertical movement of objects.
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8-18 months	B. #1,2,3 p.76	Responds in simple ways to people and objects, Establishes more complex relationships, Initiates more events
18-24 months	B. #3 2nd bullet p. 79	Initiates more complex interactions (exploration peg boards with fingers and trying to put objects in holes)
24-36 months	B. #3 all p. 82	Initiates rich and varied events (demonstrates the development of concepts and memory by showing an awareness of quantity, recreating familiar events in play, and sorting objects by a variety of identifiable characteristics)
8. Algebraic Thinking		
Birth– 8 months	B. #3 overview p. 73	Begins to make things happen (Unintentional actions lead infants to learn that there are predictable responses to their actions)
8-18 months	B. # 3 bullets p.76	Initiates more events (Memory is expanded, developing new concepts, ability to initiate and respond to their environment in new ways, playing with nesting toys)
18-24 months	B. #3 (ALL)	Initiates more complex interactions (Repeating actions and experiences provide the foundation for developing memory for details and routines)
24-36 months	B. #3 (ALL) p.82	Initiates rich and varied events (shows an awareness of quantity, recreating familiar events, and sorting objects by a variety of identifiable characteristics)
9. Data Analysis		
Birth– 8 months	C. #1 2nd Bullet #2 Intro Para	Responds in simple ways to people and objects (anticipating being lifted to be held, fed, or changed and moving their around an object) Establishes primary relationships Young infants quickly learn how to get their attention for help)
8-18 months		
18-24 months	B. #1, 2, 3 p. 76	Responds in simple ways to people and objects, Establishes more complex relationships, Initiates more events
24-36 months	C. #1 Bullets 1, 5 p.80 B. #1, 2, 3 p. 81-82	Shows more complex responses to people and objects (Identifying their own items, using negotiation and language) Demonstrates discriminating responses to people and objects, Engages in multiple productive relationships, Initiates rich and varied events)
10. Responsible decision making		
Birth– 8 months	A. Exploration & Discovery #1, 2, 3 p. 72	Responds in simple ways to people and objects (looking at then reaching for a bottle or toy), Establishes primary relationships (young infants begin to become interested in objects within their vision) Begins to make things happen (Young infants actively inspect their surroundings and explore objects around them)
8-18 months	A. Exploration & Discovery #2 p. 75	Establishes more complex relationships (infants demonstrate the ability to relate to people and things as they explore and discover)
18-24 months	A. Exploration & Discovery #1, 2, 3 p. 78	Shows more complex responses to people and objects, Expands relationships (understand how to use familiar objects appropriately), Initiates more complex interactions (ability to explore their environment in more complex ways)
24-36 months	A. Exploration & Discovery #1, 2, 3 p. 81	Demonstrates discriminating responses to people and objects (expanded vocabulary & cognitive structures provide more options for responding to the results of their exploration), Engages in multiple productive relationships (they use objects as tools for learning rather than just exploration), Initiates rich and varied events (
11. Social Problem Solving		
Birth– 8 months	C. Problem Solving & Creative Expression #1, 2	Responds in simple ways to people and objects (have some sensory awareness which they use to recognize and respond to familiar people and objects), Establishes primary relationships (will initiate interactions through sounds and body language)
8-18 months	C. Problem Solving & Creative Expression #1, 2 ,3 p. 77	Responds in varied ways to people and objects (increased memory helps them recall and have clear preferences about who they like, what they like, and how they like it in order to solve problems) Establishes more complex relationships (trying multiple strategies for getting and maintaining attention and needs met) Initiates more events (increased gross and fine motor skills provide them with new options for solving problems and expressing themselves) Initiates more events (increased problem solving skills)
18-24 months	C. Problem Solving & Creative Expression #1, 2, 3 p. 79-80	Shows more complex responses to people and objects (using negotiation and language, with the help of others, to solve problems when playing with peers) Expands relationships (learn the steps to get what they want through trial and error) Initiates more complex interactions (demonstrate the ability to initiate problem-solving and creative expression)
24-36 months	A. Problem Solving & Creative	Demonstrates discriminating response to people and things (begins to play with others in associative play)

	Expression #1 p. 82	
12. Approaches to Learning		
	A. Exploration & Discovery #1, 2, 3 p. 72	Responds in simple ways to people and objects (responding to stimulation), Establishes primary relationships (become interested in objects within their vision) Begins to make things happen (uses their senses to discover the world around them)
Birth– 8 months		
	A. Exploration & Discovery #1, 2, 3 p. 75	Responds in varied ways to people and objects (appear to marvel at what people and objects can do) Established more complex relationships (showing objects to others) Initiates more events (utilize movements and sensory exploration to learn)
8-18 months		
	A. Exploration & Discovery #1, 2, 3 p. 78	Shows more complex responses to people and objects (purposefully seek out new experiences) Expands relationships (discovers how different objects work and asks questions) Initiates more complex interactions (daily living is a constant state of discovery)
18-24 months		
	A. Exploration & Discovery #1, 2, 3 p. 81	Demonstrates discriminating responses to people and objects (expanded vocabulary and cognitive structures provide more options for responding to the results of their exploration) Engages in multiple productive relationships (use objects as tools for learning rather than just for exploration) Initiates rich and varied events (seek details and want to know what objects can do)
24-36 months		
13. Scientific Inquiry		
	B. Concept Development & Memory #1, 2, 3 p. 72-73	Responds in simple ways to people and objects (imitating familiar sounds and movements), Establishes primary relationships (initiates interactions through sound and body language) Begins to make things happen (reaching for objects within view)
Birth– 8 months		
	B. Concept Development & Memory #1, 2, 3 p. 75-76	Responds in varied ways to people and objects (responding to people and things through their understanding of the world around them) Establishing more complex relationships (increasingly understand and remember people and things in their environment) Initiates more events (initiate and respond to their environment with more complexity)
8-18 months		
	B. Concept Development & Memory #1, 2, 3 p. 79	Shows more complex responses to people and objects (spilling milk and saying "uh-oh!") Expands relationships (developing a greater understanding of object permanence) Initiates more complex interactions (searching for removed or lost objects)
18-24 months		
	B. Concept Development & Memory #1, 2, 3 p. 81-82	Demonstrates discriminating responses to people and objects (asking for help when needed), Engages in multiple productive relationships (asking questions after being read to), Initiates rich and varied events (uses questions to investigate the world around them)
24-36 months		
14. Production, Distribution, and Consumption		
	C. Problem Solving #1, 2 p.73	Responds in simple ways to people and objects (beginning to differentiate between strangers and familiar people), Establishes primary relationships (seeking out caregivers for play), Begins to make things happen (
Birth– 8 months		
	C. Problem Solving #2 p.76	Establishes more complex relationships (looks to parents and caregivers for help)
8-18 months		
	C. Problem Solving #2 p. 79-80	Expands relationships (pulling on the hand of parents, caregivers, and teachers when trying to communicate)
18-24 months		
	C. Problem Solving #1 p.81-82	Demonstrates discriminating responses to people and objects (verbalizing observations, like "Daddy home!" and "Milk here!")
24-36 months		
15. Civic Ideals and Participation		
	C. Problem Solving & Creative Expression #2 p.73	Establishes primary relationships (initiate interactions through sounds and body language)
Birth– 8 months		
	C. Problem Solving & Creative Expression p. 77	Establishes more complex relationships (occasionally saying "no" instead of hitting when another child takes a toy)
8-18 months		
	C. Problem Solving &	Expands relationships (becoming frustrated because they often want to do things the adult world cannot allow)
18-24 months		

24-36 months	Creative Expression #2 p. 80 C. Problem Solving & Creative Expression #2 p. 83	Engages in multiple productive relationships (they are able to respond to others' feelings and will try to make things better)
16. Fitness		
Birth– 8 months	C. Problem Solving & Creative Expression # 1 p. 73 A. Gross Motor Development #1 p. 87	Responds in simple ways to people and objects (moving to music with parents, caregivers and teachers)
8-18 months	A. Gross Motor Development #1 p. 89	Demonstrates beginning signs of balance, control, and coordination
18-24 months	A. Gross Motor Development# 1 p. 90	Demonstrates beginning signs of balance, control, and coordination
24-36 months		Demonstrates beginning signs of balance, control, and coordination
17. Fine Motor Skills		
Birth– 8 months	B. & C. p. 74 and 87 B. Fine Motor Development #1 pg. 87	Demonstrates beginning signs of strength, control, and eye-hand coordination
8-18 months	B. Fine Motor Development #1 p. 89	Demonstrates increased strength, control, and eye-hand coordination
18-24 months	B. Fine Motor Development #1 p. 90	Demonstrates improved strength, control, and eye-hand coordination
24-36 months		Demonstrates advancing strength, control, and eye-hand coordination
18. Dance		
Birth– 8 months	C. & B. p. 73-87 A. & B. Motor Development p.73, 87	Demonstrates beginning signs of balance, control, and coordination
8-18 months	Motor Development B. #1 p. 89	Demonstrates increased balance, control, and coordination
18-24 months	Motor Development B. #1 p. 90	Demonstrates improved balance, control, and coordination
24-36 months		Demonstrates advancing strength, control, and eye-hand coordination
19. Visual Arts		
Birth– 8 months	Exploration & Discovery A. #3 p. 72	Begins to make things happen (banging items on floors or tables)
8-18 months	Exploration & Discovery A #3 p. 75	Initiates more events (repeatedly splashing water while taking a bath)
18-24 months	Exploration & Discovery A. #3 p. 78	Initiates more complex interactions (poking, dropping, pushing, pulling, and squeezing objects to see what will happen)
24-36 months	Exploration & Discovery A. B. #3 p.81-83	

APPENDIX C

ECHOS Alignment with Florida Standards for School Readiness 3-5

ECHOS

1. Concepts of Print

- 3 year-olds** **Language & Communication, C. Reading #1, 2, 3, 4, p. 37** Shows appreciation for books, shows beginning phonological awareness, shows interest in letters and words, Comprehends and responds to stories read aloud.
- 4 year-olds** **Language & Communication, C. Reading #1, 2, 3, 4, p. 41** Shows appreciation for books and reading. Shows beginning understanding of concepts of print. Demonstrates phonological awareness. Begins to develop knowledge about letters.
- 5 year-olds** **Language & Communication, C. Literature & Reading, #2, p. 48** Shows some understanding of concepts about print.
SSS LA.E. 1.1 The student understands the common features of a variety of literary forms.

2. Oral Language & Vocabulary

- 3 year-olds** **Language & Communication, B. Speaking #1, p. 36** Speaks clearly enough to be understood by most listeners.
- 4 year-olds** **Language & Communication, B. Speaking #1, p. 40-41** Speaks clearly enough to be understood without contextual clues.
- 5 year-olds** **Language & Communication B. Speaking #1 p. 46** Speaks clearly and conveys ideas effectively.
LA.C.3.1 The student uses speaking strategies effectively.

3. Comprehension

- 3 year-olds** **Language & Communication, C. Reading #4, p. 38** Comprehends and responds to stories read aloud.
- 4 year-olds** **Language & Communication, C. Reading #5, p. 43** Comprehends and responds to stories read aloud.
- 5 year-olds** **Language & Communication A. Listening #5, p. 46** Listens for meaning in discussions and conversation.
SSS LA.E. 2.1 The student constructs meaning from a wide range of texts.

4. Comprehension

- 3 year-olds** **Language & Communication, C. Reading #4, p. 38** Comprehends and responds to stories read aloud.
- 4 year-olds** **Language & Communication, C. Reading #5 p. 43** Comprehends and responds to stories read aloud.
- 5 year-olds** **Language & Communication, C. Literature & Reading #5, p. 49** Comprehends and responds to fiction and informational text read aloud.
SSS LA.E 2.1 The student constructs meaning from a wide range of texts.

5. Writing

- 3 year-olds** **Language & Communication, D. Writing #2, p. 39** Uses scribbles and unconventional shapes to write.
- 4 year-olds** **Language & Communication, D. Writing #1, p. 44** Uses letter-like shapes, symbols, and letters to convey meaning.
- 5 year-olds** **Language & Communication, D. Writing #2, p. 50** Represents stories through pictures, dictation, and play.
SSS LA.B.2.1 The student writes to communicate idea and information effectively.

6. Number Sense & Operation

3 year-olds	Cognitive Development & General Knowledge, C. Number Concept & Operations #1, p. 54 1. Shows curiosity and interest in counting and numbers.
4 year-olds	Cognitive Development & General Knowledge, C. Number & Operations #1, p. 62 Shows beginning understanding of number and quantity
5 year-olds	Cognitive Development & General Knowledge, C. Number Concept & Operations #1, 2, p. 74 Shows understanding of the concept of number and quantity. Begins to understand relationships between quantities. SSS MA.A. 2.1, MA.A.3.1 The student understands number systems, The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.
7. Geometry	
3 year-olds	Cognitive Development & General Knowledge D. Geometry & Spatial Relations #1, p. 54 Identifies several shapes.
4 year-olds	Cognitive Development & General Knowledge, Cognitive Development & General Knowledge D. Geometry & Spatial Relations #1 p. 63 Begins to recognize and describe the attributes of shapes.
5 year-olds	Cognitive Development & General Knowledge D. Geometry & Spatial Relations #1, #2, p. 75 Recognizes and describes some attributes of shapes. Shows and understanding of and uses direction, location, and position words SSS MA.C.11 MA.C. 2.1 The student describes, draws, identifies, and analyzes two- and three- dimensional shapes. The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.
8. Algebraic Thinking	
3 year-olds	Cognitive Development & General Knowledge B. Patterns, Relationships, & Functions #1, p. 53 Sorts objects into subgroups that vary by one attribute.
4 year-olds	Cognitive Development & General Knowledge B. Patterns, Relationships, & Functions #1 p. 61 Sorts objects into subgroups that vary by one or two attributes.
5 year-olds	Cognitive Development & General Knowledge B. Patterns, Relationships, & Functions #1, 2, p. 73 Recognizes patterns and duplicates or extends them. Sorts objects into subgroups, classifying and comparing according to a rule. SSS MA.A.1.1 The student understands the different way numbers are represented in the real world.
9. Data Analysis	
3 year-olds	Cognitive Development & General Knowledge A. Mathematical Processes #1, B. Patterns, Relationships, & Functions #1, p. 53 Shows interest in solving mathematical problems. Sorts objects into subgroups that vary by one attribute.
4 year-olds	Cognitive Development & General Knowledge. B. Patterns, Relationships, & Functions #1, 2, p. 61 Begins simple strategies to solve mathematical problems. Sorts objects into subgroups that vary by one or two attributes.
5 year-olds	Cognitive Development & General Knowledge F. Data Collections and Probability #1, p. 78 Begins to collect data and make records using lists or graphs. SSS MA.E.1.1 The student understands and uses tools of data-analysis for managing information.
10. Responsible Decision Making	
3 year-olds	Social & Emotional, B. Self-Control #2, p. 24 Begins to use classroom materials carefully.
4 year-olds	Social & Emotional, B. Self-Control #2, p. 28 Uses classroom materials carefully.
5 year-olds	Social & Emotional B. Self-Control #2, p. 32 Uses classroom materials purposefully and respectfully. SSS N/A
11. Social Problem Solving	
3 year-olds	Social & Emotional, C. Interaction with Others #1, 2, p. 24 Interacts with one or

	more children. Participates in the group life of the class.
4 year-olds	Social & Emotional, C. Interaction with Others #1, 2, p. 28 Interacts easily with one or more children. Participates in the group life of the class.
5 year-olds	Social & Emotional, C. Interaction with Others #1, 2, p. 32 Interacts easily with one or more children. Participates in the group life of the class. SSS N/A
12. Approaches to Learning	
3 year-olds	Approaches to Learning, A. Eagerness & Curiosity #1, B. Persistence #1, C. Creativity/Inventiveness #1, p.16 Shows eagerness and curiosity as a learner. Attends briefly, and seeks help when encountering a problem. Approaches play with purpose and inventiveness.
4 year-olds	Approaches to Learning A. Eagerness & Curiosity #1, B. Persistence #1, C. Creativity/Inventiveness #1, p.18 Shows eagerness and curiosity as a learner. Attends to tasks and seeks help when encountering a problem. Approaches tasks with flexibility and inventiveness.
5 year-olds	Approaches to Learning, A. Eagerness & Curiosity #1, B. Persistence #1, C. Creativity/Inventiveness #1, p. 20-21 Shows eagerness and curiosity as a learner. Sustains attention to a task, persisting even after encountering a difficulty. Approaches tasks with flexibility and inventiveness. SSS N/A
13. Scientific Inquiry	
3 year-olds	Cognitive Development & General Knowledge: Scientific Theory A. Inquiry # 1, 2, 3, p. 56 Uses senses to observe and explore classroom materials and natural phenomena. Begins to use simple tools and equipment for investigation. Makes comparisons among objects.
4 year-olds	Cognitive Development & General Knowledge: Scientific Theory A. Inquiry # 1, 2, 3, p. 65-66 Asks questions and uses senses to observe and explore materials and natural phenomena. Uses simple tools and equipment for investigation. Makes comparisons among objects.
5 year-olds	Cognitive Development & General Knowledge: Scientific Theory A. Inquiry #1, 2, 3, ` p. 78-81 Seeks information through observation, exploration, and descriptive investigations. Uses simple tools to extend senses and gather data. Forms explanations and communicates scientific information. SSS SC.H.1.1 The student uses the scientific process and habits of mind to solve problems.

14. Production, Distribution, & Consumption

- 3 year-olds** **Cognitive Development & General Knowledge: Social Studies B. Human Independence #2, p. 58** Describes some jobs that people do.
- 4 year-olds** **Cognitive Development & General Knowledge: Social Studies B. Human Independence #1, 2, p. 67** Begins to understand family needs, roles, and relationships. Describes some people's jobs and what is required to perform them.
- 5 year-olds** **Cognitive Development & General Knowledge: Social Studies B. Human Independence #1, 2, p. 84** Begins to understand how people rely on others for goods and services. Describes some people's jobs and what is required to perform them. **SSS SB.2.1** The student understands the interactions of people and the physical environment.

15. Civic Ideals & Participation

- 3 year-olds** **Cognitive Development & General Knowledge: Social Studies C. Citizenship & Government #1, p. 58** Shows awareness of group rules
- 4 year-olds** **Cognitive Development & General Knowledge: Social Studies C. Citizenship & Government #1, 2, p. 68** Demonstrates awareness of group rules. Shows awareness of what it means to be a leader.
- 5 year-olds** **Cognitive Development & General Knowledge: Social Studies C. Citizenship & Government #1, 2, pg. 85** Demonstrates awareness of the reasons for rules. Shows beginning understanding of what it means to be a leader. **SSS-SS.C. 1.1** The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

16. Fitness

- 3 year-olds** **Motor Development, A. Gross Motor Development #1, 2, pg. 90** Moves with some balance and control. Coordinates movement to perform simple tasks.
- 4 year-olds** **Motor Development, A. Gross Motor Development #1, 2, pg. 92** Moves with some balance and control. Coordinates movement to perform simple tasks.
- 5 year-olds** **Motor Development, A. Gross Motor Development #1, 2, pg. 94** Uses balance and control to perform large motor tasks. Coordinates movement to perform simple tasks. **SSS-PE.A.1.1** The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

17. Fine Motor Skills

- 3 year-olds** **Motor Development, A. Fine Motor Development #1, 2, 3, pg. 90** Uses strength and control to perform simple tasks. Uses eye-hand coordination to perform simple tasks. Explores the use of various drawing and art tools.
- 4 year-olds** **Motor Development, A. Fine Motor Development #1, 2, 3, pg. 92** Uses strength and control to perform simple tasks. Uses eye-hand coordination to perform simple tasks. Shows beginning control of writing, drawing, and art tools.
- 5 year-olds** **Motor Development, A. Fine Motor Development #1, 2, 3, pg. 94** Uses strength and control to accomplish fine motor tasks. Uses eye-hand coordination to perform fine motor tasks. Uses writing and drawing tools with some control. **SSS-PE.A.1.1** The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

18. Creates movements that correspond to different types of music

- 3 year-olds** **Cognitive Development & General Knowledge: Arts A. Expression & Representation #1, 2, 3, p. 59** Participates in group music experiences. Participates in creative movement, dance, and drama
- 4 year-olds** **Cognitive Development & General Knowledge: Arts, A. Expression & Representation #1, 2, 3, p. 70** Participates in group music experiences. Participates in

	creative movement, dance, and drama.
5 year-olds	Cognitive Development & General Knowledge: Arts A. Expression & Representation #1, 2, 3, p.87 Participates in group music experiences. Participates in creative movement, dance, and drama. SSS-DA.A.1.1 The student identifies and demonstrates movement elements in performing dance.
19. Visual Arts	
3 year-olds	Cognitive Development & General Knowledge: Arts A. Expression & Representation #1, p. 59 Uses a variety of art materials for tactile experiences and exploration.
4 year-olds	Cognitive Development & General Knowledge: Arts A. Expression & Representation #1, p. 69 Uses a variety of art materials for tactile experiences and exploration.
5 year-olds	Cognitive Development & General Knowledge: Arts A. Expression & Representation #1, p. 87 Uses a variety of art materials to explore and express ideas and emotions. SSS-VA.A.1.1 The student understands and applies media, techniques, and processes.

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