

What levels of progress do programs track toward their established goals in the five essential domains?

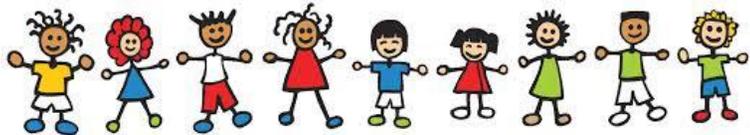
Programs are to measure children's progress at two levels: 1) individual child; and 2) program-wide. The purpose for tracking child level progress is to inform individualized curricular plans and conversations between program staff and parents in an ongoing manner. The purpose of tracking children's progress at the program-wide level is to inform the program's self assessment and continuous improvement plans to ensure quality. [The Head Start Learning from Assessment Toolkit](#) includes questionnaires to assist management in reflecting on the ongoing child assessment systems for [center-based](#) program services.

What are the five essential domains of child development and early learning?

The five essential domains include (1) language and literacy development, (2) cognition and general knowledge, (3) approaches toward learning, (4) physical well-being and motor development, and (5) social and emotional development. School readiness goals must, at a minimum, address these essential domains of development and early learning [[§ 1307.3\(b\)\(1\)\(ii\)](#)]. The five essential domains apply to infants, toddlers and preschool-aged children and are noted at the center of the [Head Start Child Development and Early Learning Framework](#) wheel.

What data should be used?

Programs should begin with their existing collection of information as they determine the outcomes of services in achieving school readiness goals: What information is currently gathered that marks child and family progress in the various settings and options? Include currently used tools, instruments, methods and processes. What information does this data provide related to how services ensure support to the various groups of children and families in meeting the "developmental" marks across each domain? What additional information is still needed to get a complete understanding about the impacts of programming and services? Family members offer an incredible amount of information that is useful to programs in providing individualized services as well as enhancing program options.



Head Start School Readiness



Head Start leads the early childhood field with a strong, clear, and comprehensive focus on healthy child development. This includes physical, cognitive, social and emotional development, all of which are essential to children getting ready for school. All agencies are required to establish school readiness

goals, setting expectations of children's status and progress in a full range of development domains, as part of Head Start reform regulation ([Head Start Program Performance Standard 45 CFR 1307](#)).

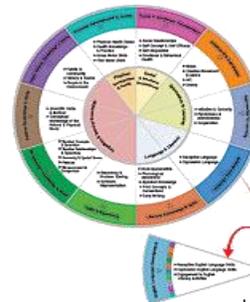
Resources: <http://eclkc.ohs.acf.hhs.gov/hslc/sr/new>: On the road to School Readiness

**WHAT IS SCHOOL
READINESS?**

What is school readiness?

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. [The Head Start Approach to School Readiness](#) means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school.

What are school readiness goals?



School readiness goals articulate the program's expectations of children's status and progress across the five essential domains of child development and early learning that will improve children's readiness for kindergarten [[§ 1307.2](#)]. Goals are broad statements that articulate the highest developmental achievement children should attain as a result of Early Head Start and Head Start services. Agencies outline the steps of progression toward these goals through a

developmental sequence of age- and stage-appropriate behaviors, skills, and knowledge that children birth-to-five need to acquire to accomplish each broad goal.



Families make a difference with school readiness Newsletter

Parents you are involved in the learning process of your child, at home and at school. Your involvement is crucial, for you are your child's first teacher. In our family meetings we will discuss strategies and ideas shared by families as well as see the progress of the school as a whole. Each child individually can be discussed with the teacher.



Understanding Domains

Domain	Component	School Readiness Goals
Logic & Reasoning	Knowledge Acquisition	Children Will acquire the ability to think reason and use information
Science 	Scientific Knowledge	<ol style="list-style-type: none"> Children will explore and investigate the world around them. Children will expand their abilities to discuss and describe their environment.
Social Studies	People, Place and Environment	Children will recognize aspects of the world in which they live.
Literacy 	a. Phonological Awareness	<ol style="list-style-type: none"> Children will recognize that letters of the alphabet are a special category of visual graphics that can be identified. Children will develop the ability to hear and discriminate the sound of language.
	b. Concept of print	Children will develop a growing understanding of the different functions of forms of print.
Language 	Language Development	<ol style="list-style-type: none"> Children will develop their receptive language through listening. Children will develop their expressive language through conversation.
English Language Learners 	English Language Developments (this domain is only used for children whose home language is NOT English)	<p>Children will develop basic English vocabulary that will increase their expressive and receptive language abilities.</p> 

Creative Arts 	Creative Expression	<ol style="list-style-type: none"> Children will use different art materials to reflect their feelings, thoughts, and experiences. Children will express through movement what is heard and felt when exploring music. Children will engage in creative and imaginative play.
Social /Emotional 	a. Relation	Children will build positive relationships with their peers and adults.
	b. Self regulatory and autonomy	Children will recognize and be able to internally manage and regulate the expression of emotions both positive and negative.
Physical Health & Development 	a. Health, Wellness & Safety	Children will demonstrate an understanding of the importance of health & safety routines.
	b. Fine & gross motor	<ol style="list-style-type: none"> Children will develop growing, strengths, dexterity and control needed for small (fine muscle) development. Children will demonstrate increasing abilities to coordinate large (gross muscle) movement.
Approaches to Learning 	Initiate, engagement and problem solving	<ol style="list-style-type: none"> Children will independently choose to participate in various activities. Children will develop abilities to set goals and follow through on intentions. Children will develop an ability to find more than one solution to a problem.
Early Mathematics 	a. Numerical Relationships	Children will demonstrate an awareness of numbers counting, matching, and comparing quantities.
	b. Geometrical and spatial knowledge	<ol style="list-style-type: none"> Children will begin to recognize, describe compare and name common shapes. Children will develop an understanding of the concepts of directionality, order and positions of objects.
	c. Measurement	Children will recognize measurable attributes of objects.