



Using the Connecticut Preschool Assessment Framework with the New Connecticut Early Learning and Development Standards

The Connecticut Early Learning and Development Standards (CT ELDS) are statements about what young children from birth to age five should know and be able to do. They provide the basis for planning learning environments and experiences, supporting individual children, and communicating around common goals. The CT ELDS are intended to be a part of a continuous cycle of intentional teaching, comprised of planning experiences to support children's development, gathering information about how they are progressing, and adjusting what is being done to support their continued growth based on this information.

As a part of the cycle of intentional teaching, an assessment tool aligned to the CT ELDS should be used to determine how children are progressing across these domains of development. Connecticut is currently working with a consortium of states to create a developmentally appropriate assessment tool aligned to our new CT Early Learning and Development Standards. **Until a new assessment is available, the continued use of the Connecticut Preschool Assessment Framework (CT PAF) is recommended.**

The crosswalk of both documents will allow programs currently using the CT PAF to continue using this assessment tool, while also using the CT ELDS to plan curriculum, learning experiences, teaching strategies and supports for children. There is general consistency between the CT Preschool Assessment Framework and the CT Early Learning and Development Standards, although there is typically more detail within the later document.

Some important considerations in using this document

- Both the CT ELDS and the CT PAF include learning progressions, or benchmarks, that reflect the growth and development of specific skills over time. The CT PAF was designed to reflect skills that children typically develop between the ages of 2 ½ years to 6 years of age. The CT ELDS have multiple age bands that span from birth to five years of age.
- In some cases the CT PAF includes important milestones in the first benchmark, or at approximately 2 ½ years of age, because that was the youngest age captured in the assessment. However, in some cases children typically develop these skills prior to 2 ½ years of age. Because the CT ELDS include younger age bands, those skills are captured at the ages at which they typically emerge.
- This alignment was done for each of the thirty CT PAF performance standards. It did not include the items on the cover sheet of the assessment that address adjustment to school, relationships with adults and second language acquisition. Corresponding learning progressions for the CT ELDS are listed, with any special considerations noted. While the alignment was not done for each individual

indicator in the CT ELDS, using the full learning progressions, including all indicators, will be helpful for planning learning experiences for children.

- It is not necessary to assess children's skills for each learning progression or indicator. Many assessments group skills into performance standards or observations which allow one to collect information regarding the practical application of skills in real-life situations. Therefore, it is likely that with the newly developed tool, there will be CT ELDS learning progressions that are not assessed.
- There are several learning progressions in the CT ELDS for which there are no corresponding CT PAF performance standards. It is strongly recommended that the learning progressions are included in the process of planning for curriculum or learning experiences, although they are currently not assessed on the CT PAF. Programs may want to consider a format for observing children's skills in these areas.



PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 1 Shows self-direction with range of materials	Selects and uses a limited range of familiar materials	Selects familiar materials; participates in unfamiliar activities with teacher support	Usually participates in both familiar and unfamiliar activities	Independently selects and participates in a variety of activities

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children in their approaches to learning.</p> <p style="padding-left: 80px;">Learning Progressions: Curiosity and initiative</p> <p style="padding-left: 120px;">Engagement with Environment, People and Objects</p> <p style="padding-left: 120px;">Eagerness to Learn</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop executive functioning.</p> <p style="padding-left: 80px;">Learning Progression: Choosing and Planning</p> <p>Domain: Social – Emotional</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop self-awareness, self- concept and competence.</p> <p style="padding-left: 80px;">Learning Progression: Self-concept and Competency</p>
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Special Considerations: The CT ELDS offer more specific information about how children engage with materials and activities as they demonstrate self-direction.

- The CT ELDS emphasize the importance of child-choice and independent selection of familiar and unfamiliar materials and activities across multiple strands and learning progressions.
- The learning progression of Curiosity and Initiative includes exploration, seeking information, using different materials and investigating ways to make things happen.
- The learning progression of Cause and Effect includes more specific detail, including showing interest in the results of their own action, repeating actions and noticing the results, and eventually trying multiple uses of the same materials and observing the differing results.
- The learning progression of Choosing and Planning includes more detail, specifically addressing children making a plan in selecting materials and eventually following through and reflecting on their plan.

Selecting familiar and unfamiliar materials is an important milestone addressed in the PAF, but this skill typically emerges at ages prior to those addressed in the PAF as reflected in the CT ELDS.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
<p>P & S 2</p> <p>Sustains attention to task/goal that child has set out to accomplish</p>	<p>Sustains attention primarily to self-selected, high interest tasks</p>	<p>Sustains attention to high-interest, self-selected task until complete or reaches frustration level</p>	<p>Sustains attention to variety of self-selected tasks until complete despite some frustration</p>	<p>Persists in both self-selected and teacher-directed tasks until task is completed</p>

Connecticut Early Learning and Development Standards

<p>Aligned Learning Progressions</p>	<p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children in their approaches to learning</p> <p style="padding-left: 80px;">Learning Progression: Engagement with Environment, People and Objects</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop executive functioning</p> <p style="padding-left: 80px;">Learning Progressions: Task Persistence</p> <p style="padding-left: 120px;">Regulation of Attention and Impulses</p> <p>Domain: Social and Emotional Development</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop self-regulation</p> <p style="padding-left: 80px;">Learning Progression: Regulation of Impulses and Behavior</p>
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Special notes/considerations:

In the CT ELDS, increasing time spent on self-selected tasks is included at the 18-24 month level in Engagement with Environment, People and Objects (C.24.2). The PAF does not include task persistence/focus in the face of distractions.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 3 Participates in teacher-led group activities	Stays briefly in a small group (up to 5) with teacher encouragement	Joins small group (up to 10) in high- interest activities; usually participates	Willingly participates in most whole- group activities	Actively participates in whole-group activities and usually waits turn

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Social and Emotional Development</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop self-regulation</p> <p style="padding-left: 80px;">Learning Progression: Regulation of Impulses and Behavior</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop social relationships</p> <p style="padding-left: 80px;">Learning Progression: Adult Relationships</p> <p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children in their approaches to learning</p> <p style="padding-left: 80px;">Learning Progression: Cooperation with Peers in Learning Experiences</p>
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Special notes/considerations:

The PAF performance standard P&S 3 is focused on participation in teacher-lead group activities. While the CT ELDS do not address this specific skill it incorporates many separate skills that combine in the more specific example here. These skills include the ability to regulate impulses and behaviors while in a group setting, working cooperatively with peers, and the ability to accept guidance from adults which contributes to actively participating in group activities.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 4 Manages transitions, follows routines and rules	Makes transitions and follows basic routines and rules with teacher supervision	Makes transitions and follows basic routines and rules with occasional reminders	Makes transitions and follows routines and rules when given signal	Anticipates transitions and follows routines and rules independently

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Social and Emotional Development</p> <p>Strand: Early learning experiences will support children to develop self-regulation.</p> <p>Learning Progression: Regulation of Impulses and Behavior</p>
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Special notes/considerations:

The CT ELDS are more specific about self-regulation which impacts the ability to follow rules and routines and to manage transitions. There is clear explicit expectation in the CT ELDS of the adult role in teaching strategies to children (SE 60.6). In general, the expectations for transitions for four to five-year-olds aligns with Benchmark 4.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 5 Uses words to express emotions or feelings	Expresses desires or feelings, primarily nonverbally	Sometimes expresses desires or feelings using words	Independently identifies own feelings related to a cause using words	Independently identifies own feelings and their cause using words

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Social and Emotional Development</p> <p>Strand: Early learning experiences will support children to express, recognize and respond to emotions.</p> <p>Learning Progression: Emotional Expression</p>
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Special notes/considerations:

The CT ELDS include more details about the progression of emotional expression.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 6 Shows empathy and caring for others	Sometimes notices and reacts to a familiar peer's delight or distress	Usually notices and reacts to a familiar peer's delight or distress	Offers to help peer in need	Understands when others' needs are different from own

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Social and Emotional Development</p> <p>Strand: Early learning experiences will support children to express, recognize and respond to emotions.</p> <p style="padding-left: 40px;">Learning Progression: Recognition and Response to Emotion in Others</p> <p>Strand: Early learning experiences will support children to develop social relationships.</p> <p style="padding-left: 40px;">Learning Progression: Play/Friendship (specifically indicators SE.60.17 and SE.60.18)</p>
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Special notes/considerations:

The general progression of skills over time is consistent between the CT ELDS and the PAF. However, noticing and reacting to others' feelings is an important milestone addressed in P&S 6 which typically emerges at ages prior to those addressed in the PAF. Therefore this skill appears in younger age bands within the CT ELDS.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 7 Interacts cooperatively with peers	Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Social and Emotional Development</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop social relationships.</p> <p style="padding-left: 80px;">Learning Progression: Play/Friendship</p> <p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children in their approaches to learning.</p> <p style="padding-left: 80px;">Learning Progression: Cooperation with Peers in Learning Experiences</p>
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Special notes/considerations:

The ability to enter ongoing play is addressed in the PAF (In the description for benchmark 3) but is not explicitly addressed in the CT ELDS.

The general progression of skills over time is consistent between the CT ELDS and the PAF. However, working or playing alongside others is an important milestone addressed in P&S 7 which typically emerges at ages prior to those addressed in the PAF. Therefore this skill appears in younger age bands within the CT ELDS.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 8 Works to resolve conflicts	Gives in or uses physical force to solve conflicts	Seeks and accepts teacher help to solve conflicts with peers	Develops solutions and works to resolve conflicts with teacher support	Begins to solve conflicts directly with peers using appropriate strategies

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Social and Emotional Development</p> <p style="text-align: center;">Strand: Early learning experiences will support children to develop social relationships.</p> <p style="text-align: center;">Learning Progression: Conflict Resolution</p>
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Special notes/considerations:

The CT ELDS learning progression of Conflict Resolution focuses on appropriate and positive resolutions which adults work to model and support. Earlier skills, which support the development of the ability to resolve conflict appear in other learning progressions which do not specifically address conflict resolution:

- Physical expression of emotions in SE.18.7
- Accepting some redirection from adults (SE.24.4) and beginning to control behavior by responding to choice and limits provided by an adult (SE.36.4).

The two indicators appearing in the aligned learning progression (at the 3 to 4 year and 4 to 5 year old ranges) generally align with the expectations in P&S 8.

PERSONAL AND SOCIAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
P & S 9 Recognizes similarities and appreciates differences	Identifies self, family members, teachers and some peers by name	Shows awareness of similarities and differences among own family members	Shows awareness of similarities and differences among peers	Demonstrates respect for differences among others

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Social and Emotional Development</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop self-awareness, self-concepts and competence.</p> <p style="padding-left: 80px;">Learning Progressions: Sense of Self</p> <p style="padding-left: 120px;">Personal Preferences</p> <p>Domain: Social Studies</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to understand self, family and a diverse community.</p> <p style="padding-left: 80px;">Learning Progressions: Individual Development and Identity</p> <p style="padding-left: 120px;">Culture</p>
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Special notes/considerations:

The CT ELDS learning progression of Personal Preferences provides a level of details and specificity not currently captured in the PAF. While P&S 9 currently does not address similarities and differences related to personal preferences, this concept can easily be integrated into observations for this PAF performance standard.

PHYSICAL

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
PHY 1 Uses coordinated large-muscle movements	Moves with some large-muscle control	Moves with increased large-muscle control and coordination	Coordinates several movements, such as running and jumping	Coordinates more complex movements with increasing control, balance and accuracy

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Physical Health and Development</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop gross motor skills.</p> <p style="padding-left: 80px;">Learning Progressions: Mobility</p> <p style="padding-left: 120px;">Large Muscle Movement and Coordination</p>
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Special notes/considerations:

The CT ELDS learning progression of Mobility gives more specific examples, including the indicators of the development of walking, stair climbing, kicking, catching, throwing, balance and coordination on motor equipment (bikes, swings, playground equipment).

PHYSICAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
PHY 2 Uses coordinated small-muscle movements	Uses fingers to take apart and put together small objects	Uses eye-hand coordination to manipulate small objects with increasing precision	Uses eye-hand coordination to manipulate even smaller objects with refined precision	Uses opposing hand movements to cut and draw with control

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Physical Health and Development</p> <p style="text-align: center;">Strand: Early learning experiences will support children to develop fine motor skills.</p> <p style="text-align: center;">Learning Progressions: Visual Motor Integration</p> <p style="text-align: center;">Small Muscle Movement and Coordination</p>
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Special notes/considerations:

The CT ELDS include more information in the area of Visual Motor Integration.

The CT ELDS learning progression of Visual Motor Integration includes indicators at younger ages not addressed in the PAF, including a 0-6 month indicator (PH6.7) addressing crossing midline.

PHYSICAL

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
PHY 3 Cares for self independently	Performs self-care tasks with teacher’s help	Attempts to dress, eat and toilet independently with some success	Manages most aspects of dressing, eating and toileting independently	Dresses, eats and toilets independently

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Physical Health and Development</p> <p style="text-align: center;">Strand: Early learning experiences will support children to acquire adaptive skills.</p> <p style="text-align: center;">Learning Progressions: Feeding Routines/Nutrition Dressing and Hygiene</p>
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Special notes/considerations:

The CT ELDS contains a learning progression for Safety and Responsibility not addressed in the PAF.

The CT ELDS strand related to acquiring adaptive skills is broken down into three detailed learning progressions; Feeding/Routines/Nutrition, Safety and Responsibility, and Dressing and Hygiene.

There is an important cultural consideration note in the CT ELDS not included in the PAF.

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 1 Engages in scientific inquiry	Observes or explores and notices effects	Experiments, observes and comments	Experiments, observes purposefully and describes how effects vary	Describes, predicts and plans for purposeful exploration or observation

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Scientific Inquiry/Science : All Strands and Learning progressions within the Science domain are aligned to COG 1</p> <p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children in their approaches to learning.</p> <p style="padding-left: 80px;">Learning Progression: Curiosity and Initiative</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to use logic and reasoning.</p> <p style="padding-left: 80px;">Learning Progression: Cause and Effect</p>
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Special notes/considerations:

The general progression of skills over time is consistent between the CT ELDS and the PAF. However, noticing effects of own action is an important milestone addressed in COG 1 which typically emerges at ages prior to those addressed in the PAF. Therefore this skill appears in younger age bands within the CT ELDS.

Prediction, which is included in the 4th benchmark of COG 1, is not addressed in the Science domain of the CT ELDS

In general, the CT ELDS has more specific content in regards to science.

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard				
COG 2 Uses a variety of strategies to solve problems	Moves to another activity when confronted with a problem	Imitates other child’s or repeats own strategy to solve a problem	Tries several strategies to solve a problem with teacher support	Creates and uses alternative strategies to solve problems independently

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children in their approaches to learning.</p> <p style="padding-left: 80px;">Learning Progression: Problem Solving</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children in executive function.</p> <p style="padding-left: 80px;">Learning Progressions: Cognitive Flexibility Task Persistence</p>
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Special notes/considerations: N/A

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 3 Sorts objects	Uses inconsistent sorting strategies	Sorts on the basis of one attribute with teacher support	Sorts consistently on the basis of one attribute independently and tells reason	Sorts the same objects in more than one way, such as color, shape, size, function

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to use logic and reasoning.</p> <p style="padding-left: 80px;">Learning Progression: Attributes, Sorting and Patterns</p> <p>Domain: Mathematics</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).</p> <p style="padding-left: 80px;">Learning Progression: Sorting and Classifying</p>
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Special notes/considerations:

The CT ELDS learning progression of Attributes, Sorting and Patterns has a more complex set of skills than addressed in the PAF. The PAF focuses on sorting objects exclusively while the CT ELDS include relative attributes; extends to people, daily events and routines; and demands higher order thinking.

The overall progression of skills is similar between the PAF and the ELDS. However, sorting objects by type and putting some objects in order is included in the CT ELDS at 18-24 months. COG 3 does not address sorting object by type but instead focuses on attributes

COG 3 requires language at benchmark 3 to ‘tell reason’. While not included as an aligned progression indicators in the expressive language strand would be relevant to that ability to verbally express the reason as stated in the PAF.

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 4 Recognizes and makes patterns	Notices similarities and differences in items in a series	Repeats simple pattern	Creates and describes simple pattern	Creates and describes complex patterns

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Cognition</p> <p>Strand: Early learning experiences will support children to use logic and reasoning.</p> <p>Learning Progression: Attributes, Sorting and Patterns</p>
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Special notes/considerations:

The PAF is focused on creating patterns. The CT ELDS do not emphasize the creation of patterns, but focuses more on pattern recognition and the use of patterns in problem solving. .

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 6 Relates number to quantity	Uses number-related vocabulary	Rote counts to 10 and uses number- related vocabulary with some accuracy	Counts 10-20 objects and puts two groups of 5-10 objects in 1-to-1 correspondence	Counts 10-20 objects and identifies groups of objects with less, same or more

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Mathematical Discovery/Mathematics</p> <p>Strand: Early learning experiences will support children to understand counting and cardinality.</p> <p style="padding-left: 40px;">Learning Progressions: Number Names</p> <p style="padding-left: 80px;">Cardinality</p> <p style="padding-left: 80px;">Comparison</p> <p>Strand: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).</p> <p style="padding-left: 40px;">Number operations</p>
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Special notes/considerations:

The CT ELDS include separate strands for number names and cardinality, specifying a count sequence to 20 (rote counting) and counting up to 10 objects at 5 years.

COGNITIVE

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 7 Demonstrates spatial awareness	Shows understanding of basic positional words	Understands and uses several positional words	Uses more complex positional words and represents position in work	Understands the relative nature of positional concepts

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Mathematical Discovery/Mathematics</p> <p>Strand: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).</p> <p style="padding-left: 40px;">Learning Progression: Spatial Relationships</p> <p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p>Strand: Early learning experiences will support children to use language (expressive language).</p> <p style="padding-left: 40px;">Learning Progression: Expression of Ideas, Feelings and Needs (specifically indicators from 36 months to 5 years)</p>
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Special notes/considerations:

The learning progression of spatial relationships is closely correlated to COG 7, but the CT ELDS provide a more detailed breakdown of the development of this skill.

The indicators from 36 months to five years on the CT ELDS expressive language strand are most directly aligned to COG 7. The example for 60 months is explicit and the earlier examples can be inferred.

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard				
COG 8 Uses complex sentences and vocabulary to describe ideas and experiences	Uses short, simple phrases or sentences	Uses a sentence of five or more words to express a thought	Uses a series of at least two to three related sentences to tell experiences or stories	Uses a series of more than three related sentences and details to convey experiences or stories

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p>Strand: Early learning experiences will support children to use language (expressive language).</p> <p style="padding-left: 40px;">Learning Progressions: Vocabulary</p> <p style="padding-left: 80px;">Expression of Ideas, Feelings and Needs</p> <p style="padding-left: 80px;">Language structure</p> <p>Strand: Early learning experiences will support children to use language for social interaction.</p> <p style="padding-left: 40px;">Learning Progression: Language for Interaction</p>
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Special notes/considerations:

The early benchmarks for Cog 8 focus on the length of utterances/spoken language, where the CT ELDS look deeper into the quality of language throughout the entire progression

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 9 Understands and participates in conversations	Understands and makes verbal responses to comments	Understands and participates in a short conversational exchange	Understands and participates in an extended conversational exchange	Understands and participates in an extended conversational exchange about past and future events or experiences

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p>Strand: Early learning experiences will support children to understand language (receptive language).</p> <p style="padding-left: 40px;">Learning Progressions: Word Comprehension Language Comprehension</p> <p>Strand: Early learning experiences will support children to use language (expressive language).</p> <p style="padding-left: 40px;">Learning Progressions: Vocabulary Expression of Ideas, Feelings and Needs Language structure</p> <p>Strand: Early learning experiences will support children to use language for social interaction.</p> <p style="padding-left: 40px;">Learning Progressions: Conventions of Conversation Language for Interaction</p>
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Special notes/considerations: The CT ELDS learning progressions include precursors such as responding and observing in infancy. The CT ELDS learning progression for language comprehension may be especially helpful when working with children with special needs and dual language learners.

The CT ELDS learning progression for vocabulary, conventions of conversation, and language for interaction provides a great deal more detail than is included in the PAF.

The CT ELDS learning progression for language structure supports the notion of intelligible speech and therefore relates to the child’s ability to participate in conversations.

The PAF early benchmarks for Cog 9 focus on the frequency of conversations, where the CT ELDS look deeper into the quality of language throughout the aligned learning progressions.

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 10 Shows understanding of stories	Participates in story-related activities	Makes connections between story and own experiences or feelings	Understands several aspects of story, such as characters or events	Demonstrates clear understanding of the main characters and sequence of events in a story

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to gain book appreciation and knowledge.</p> <p style="padding-left: 80px;">Learning Progressions: Interest and Engagement with Books</p> <p style="padding-left: 80px;">Understanding of Stories or Information</p>
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Special notes/considerations:

The learning progressions in the CT ELDS include more detail about the how children exhibit comprehension of stories or information. Although the CT ELDS include the use of *who*, *what*, *where* and *why* questions at a younger age than mentioned in the PAF, the context and content of these questions will change over time, reflecting increasing levels of higher order thinking and a better grasp of the entire sequence of events in a story.

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 11 Displays knowledge of books and print	Holds book and turns pages conventionally	Knows that the picture in book tell a story	Understands that the printed words convey the story	Understands that printed words in book are read from left to right and top to bottom

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p>Strand: Early learning experiences will support children to gain knowledge of print and its uses.</p> <p>Learning Progressions: Book Concepts Print Concepts</p>
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Special notes/considerations:

The CT ELDS include more detailed information about book and print concepts. The indicator addressing how print is read (L.60.15) appears in the 4 to 5 age range while in the PAF these skills appears in the 4th benchmark.

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 12 Recognizes similar sounds in speech	Identifies common environmental sounds	Notices rhymes and/or similar beginning sounds	Generates rhymes and/or similar beginning sounds in play	Identifies words with similar sounds in work and play; connects and matches some sounds to letters

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop phonological awareness.</p> <p style="padding-left: 80px;">Learning Progression: Phonological Awareness</p>
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Special notes/considerations:

Overall there is consistency between the PAF and the CT ELDS; however, the CT ELDS include the additional skills in Phonological Awareness of distinguishing individual words and then distinguishing syllables within words.

COGNITIVE

BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 13 Identifies printed words	Recognizes visual symbols in the environment	Identifies some printed words in the context of the environment	Identifies some familiar printed words out of context	Uses knowledge of sounds and letters to identify words in print

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p>Strand: Early learning experiences will support children to gain knowledge of print and its uses.</p> <p>Learning Progressions: Print Concepts</p> <p>Book Concepts</p>
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Special Notes and Considerations:

The CT ELDS combine COG 13 benchmarks 3 and 4 in the indicator L.60.18.
 The CT ELDS indicators L.36.16 and L.48.17 are aligned with Benchmarks 1 and 2 on COG 13.

COGNITIVE

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
COG 14 Uses writing to convey meaning	Uses writing tools to make scribbles	Writes messages using scribbles	Writes messages using letter-like shapes and some conventional letters	Writes messages using inventive spelling and several conventional words

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Early Language, Communication, and Literacy/Language and Literacy</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to gain knowledge of print and its uses.</p> <p style="padding-left: 80px;">Learning Progression: Letter Recognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to convey meaning through drawing, letters and words.</p> <p style="padding-left: 80px;">Learning Progression: Drawing and Writing</p> <p>Domain: Physical Health and Development</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to develop fine motor skills.</p> <p style="padding-left: 80px;">Learning Progression: Small Muscle Movement and Coordination</p>
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Special notes/considerations:

Learning Progression: Drawing and Writing

- The important milestone of scribbling is addressed in Benchmark 1 of COG 14; however, this skill typically appears earlier than the age ranges addressed in the PAF and therefore, appears in both L.18.11 and L.24.15.
- The CT ELDS include drawing which is not included in COG 14.
- The CT ELDS include more specific detail including drawing a story, the use of developmental spelling and the use of a “controlled linear scribble”.
- The CT ELDS do not address the use of conventional words as in PAF Benchmark 4.

Learning Progression: Small Muscle Movement and Coordination

- The entire learning progression provides teachers with a precursor of fine motor skills to develop that will support writing.

CREATIVE EXPRESSION

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
CRE 1 Builds and constructs to represent own ideas	Explores with sensory and building materials in repetitive manner	Uses sensory and building materials with purpose	Creates simple constructions to represent own ideas	Creates elaborate constructions to represent own ideas

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Creative Arts Strand: Early learning experiences will support children to engage in and enjoy the arts. Learning Progression: Visual Arts</p> <p>Domain: Cognition Strand: Early learning experiences will support children to use logic and reasoning Learning Progression: Symbolic Representation</p>
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Special notes/considerations:

The CT ELDS learning progression of Visual Arts includes more detail than the PAF and introduces the guidance for use of a variety of materials beginning at 12 months.

The CT ELDS indicators related to symbolic representation that most closely aligns with CRE1 are: C.48.10, C.48.12 and C.60.14.

CREATIVE EXPRESSION

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
CRE 2 Draws and paints to represent own ideas	Draws and paints, experimenting with line, shape and color	Draws or paints with some control and own purpose	Creates more complex representations, experimenting with materials	Represents with multiple details and a sense of space

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Creative Arts</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to engage in and enjoy the arts.</p> <p style="padding-left: 80px;">Learning Progressions: Visual Arts</p> <p>Domain: Cognition</p> <p style="padding-left: 40px;">Strand: Early learning experiences will support children to use logic and reasoning</p> <p style="padding-left: 80px;">Learning Progressions: Symbolic Representation</p>
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Special notes/considerations:

The CT ELDS address all visual arts, including sculpting, collage, etc., while the PAF specifically addresses drawing and painting Benchmark 4 in the PAF, which include more elaborate drawing and painting, is not reflected in the ELDS because of the age ranges represented. The CT ELDS learning progression of Symbolic Representation includes two indicators which are most closely aligned with CRE 2 (C.48.12 and C.60.14).

CREATIVE EXPRESSION

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
CRE 3 Represents experiences and fantasies in pretend play	Plays alone and imitates simple aspects of a role using realistic props and sounds	Engages in parallel and associative play with peers	Engages in cooperative-role play with peers	Engages in extended, planned cooperative role-play with peers

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Creative Arts Strand: Early learning experiences will support children to engage in and enjoy the arts. Learning Progression: Drama</p> <p>Domain: Cognition Strand: Early learning experiences will support children to use logic and reasoning Learning Progression: Symbolic Representation</p> <p>Domain: Social–Emotional Strand: Early learning experiences will support children to develop social relationships. Learning Progression: Play/Friendship</p>
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Special notes/considerations:

The PAF addresses the developmental progression of play and sustaining play. The CT ELDS addresses the various components of pretend play (interactions with peers, symbolic representation, and self-expression) across various domains. The CT ELDS address the increasing complexity of pretend play, the use of props, and roles in pretend play.

CREATIVE EXPRESSION

Performance Standard	BENCHMARKS FOR 2 1/2 to 6-YEAR-OLD CHILDREN			
CRE 4 Singing and responds to music	Reacts to music with consistent responses	Repeats parts of simple songs and responds to beat in music	Sings simple songs and responds to changes in music with voice or body	Adjusts singing and movement in response to changes in pitch and rhythm

Connecticut Early Learning and Development Standards

Aligned Learning Progressions	<p>Domain: Creative Arts</p> <p>Strand: Early learning experiences will support children to engage in and enjoy the arts.</p> <p style="text-align: center;">Learning Progressions: Music</p> <p style="text-align: center;">Dance</p>
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Special Considerations:

The CT ELDS address many more details about young children’s engagement and enjoyment of music and dance including using musical instruments, creating own, rhythms and songs, demonstrating dance concepts.

ELDS Learning Progressions NOT addressed by the PAF

Domain: Social and Emotional Development

Strand: Early Learning Experiences will support children to **develop trusting healthy attachments and relationships with primary caregivers.**

Learning Progressions: Trusting Relationships
Managing Separation

Note: The CT ELDS strand related to developing trusting healthy attachments is partially addressed on the cover page of the PAF under the section titled: "Adjustment to Program/Relationships with Adults". If this space is used to note a child's relationship with adults in their home, as well as the school environment, this section of the PAF form could be considered to address this strand.

Domain: Physical Development and Health

Strand: Early Learning Experiences will support children to **acquire adaptive skills.**

Learning Progressions: Safety and Responsibility

Strand: Early Learning Experiences will support children to **maintain physical health and well-being.**

Learning Progressions: Physical Health Status
Physical Activity
Healthy Behaviors

Domain: Early Mathematical Discovery/Mathematics

Strand: Early Learning Experiences will support children to **understand counting and cardinality and relationships with primary caregivers.**

Learning Progressions: Written Numerals
Recognition of Quantity

Strand: Early Learning Experiences will support children to **understand shapes and spatial relationships (geometry and spatial sense)**

Learning Progressions: Identification of Shapes
Composition of Shapes

Domain: Cognition

Strand: Early Learning Experiences will support children to **develop executive functioning.**

Learning Progressions: Working Memory

Domain: Social Studies

Strand: Early Learning Experiences will support children to **learn about people and the environment.**

Learning Progressions: Power, Authority, and Governance

People, Places, and Environments

Civic Ideals and Practices

Strand: Early Learning Experiences will support children to **develop an understanding of economic systems and resources.**

Learning Progressions: Individuals, groups and Institutions

Production, Distribution and Consumption

Science, Technology, and Society

Domain: Creative Arts

Strand: Early Learning Experiences will support children to **explore and respond to creative works.**

Learning Progressions: Appreciation of the Arts

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