

Florida Department of Education
Office of Early Learning

**VOLUNTARY PREKINDERGARTEN EDUCATION PROGRAM (VPK)
SETTING AND ALIGNING STANDARDS**

**CHILD PERFORMANCE STANDARDS: AN OVERVIEW AND
RECOMMENDATIONS**

HB 1A Requirements

Section 1002.67, Florida Statutes, *Performance standards; curricula and accountability.*—

(1) By April 1, 2005, the department shall develop and adopt performance standards for students in the Voluntary Prekindergarten Education Program. The performance standards must address the age-appropriate progress of students in the development of:

- (a) The **capabilities, capacities, and skills required under s. 1(b), Art. IX of the State Constitution**; and
- (b) Emergent literacy skills, including **oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.**

Section 1(b), Art. IX of the State Constitution

Section 1. Public education.—

(b) Every four-year old child in Florida shall be provided by the State a high quality pre-kindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free, and delivered according to professionally accepted standards. An early childhood development and education program means an organized program designed to address and enhance each child's ability to make age appropriate progress in an appropriate range of settings in the **development of language and cognitive capabilities and emotional, social, regulatory and moral capacities through education in basic skills** and such other skills as the Legislature may determine to be appropriate.

Current Status

The Florida Partnership for School Readiness Board adopted the *Florida School Readiness Performance Standards for Three-, Four-, and Five-Year-Old Children*.

- The *Standards* were developed via an advisory group with representatives of district school systems; providers of public and private child care; health care providers; state agency partners; and state and national experts in child development, children with special needs, and measurement and assessment.

Current Status – cont.

- The *Standards* are organized by age and the following six domains/areas of child development:
 - ⇒ Physical Health
 - ⇒ Approaches to Learning
 - ⇒ Social and Emotional Development
 - ⇒ Language and Communication
 - ⇒ Cognitive Development and General Knowledge
 - ⇒ Motor Development.
- The *Standards* are cross-referenced to the Head Start Performance standards; standards for five-year-old children are cross-referenced to the Sunshine State Standards.
- The *Standards* were presented to the State Board of Education (SBOE) in 2000.

In December 2003, the SBOE issued their recommendations for the VPK program, as required by section 411.012(2), Florida Statutes. These recommendations included a review of the current *Standards* to propose additional content to emphasize early literacy and oral language skills.

Relevant Materials

Florida School Readiness Performance Standards for Three-, Four-, and Five-Year-Old Children; 2002 (http://www.schoolreadiness.org/lc/lc_performance.asp).

Overview of Standards: A National Perspective; presentation by Dr. Sharon-Lynn Kagan and Dr. Catherine Scott-Little (<http://www.myfloridaeducation.com/earlylearning/res-perf.htm>).

A listing of [child-based outcome standards documents](http://www.upkcouncil.org/docs/topicsOC_standards.pdf) used in a variety of states (http://www.upkcouncil.org/docs/topicsOC_standards.pdf).

Proceedings of Expert Panel, February 17-18, 2005

See <http://myfloridaeducation.com/earlylearning/pdf/proceedings.pdf>.

Recommendations – Performance Standards

1. Adopt the attached *Early Learning Standards for Four-Year-Old Children* that incorporate the following revisions:
 - An additional standard under the Physical Health domain related to physical fitness
 - Additional standards related to *Planning and Reflection* under the Approaches to Learning domain
 - Additional standard related to the child's skill at developing friendships under the Social and Emotional domain
 - Additional standards related to forming relationships with and responding to adults
 - Creation of two separate domains to emphasize *Language and Communication* and *Emergent Literacy* with age-appropriate standards

Recommendations – Performance Standards (continued)

- An additional standard related to analysis of information under the Cognitive Developing and General Knowledge domain.
- 2. Create an explanatory section for the *Early Learning Standards* to differentiate expectations of children versus program standards and instructors' competencies.
- 3. Include appropriate cross-references to domains to highlight the relationships among these standards.
- 4. Continue work with identified experts to create benchmarks for the *Language and Communication* and *Emergent Literacy* domains.
- 5. Disseminate *Florida's Early Learning Standards for Four-Year-Old Children* with the benchmarks statewide.
- 6. Work with the Agency for Workforce Innovation to review, revise, and disseminate the *Florida School Readiness Performance Standards for Three-, Four- and Five-Year Olds*, as appropriate.

Florida's Early Learning Standards for Four-Year-Old Children:

RECOMMENDED REVISIONS

I. Physical Health

A. Physical Health

1. Shows characteristics of good health to facilitate learning.
2. Shows awareness of personal health and fitness.
3. Demonstrates visual ability to facilitate learning.
4. Exhibits auditory ability to facilitate learning.
5. Can perform oral hygiene routines.
6. Shows familiarity with the role of a primary health care provider.

B. Knowledge of Wellness

1. Shows that basic physical needs are met.
2. Follows basic health and safety rules.
3. Performs some self-care tasks independently.

II. Approaches to Learning

A. Eagerness and Curiosity

1. Shows eagerness and curiosity as a learner.

B. Persistence

1. Attends to tasks and seeks help when encountering a problem.

C. Creativity/Inventiveness

1. Approaches tasks with flexibility and inventiveness.

D. Planning/Reflection

1. Reflects upon and learns from experiences.
2. Sets simple goals and follows through with plans.

III. Social and Emotional

A. Self Concept

1. Demonstrates self-confidence.
2. Shows some self-direction.

B. Self Control

1. Follows simple classroom rules and routines.
2. Uses classroom materials carefully.
3. Manages transitions.

C. Interaction with Others

1. Interacts easily with one or more children.
- ~~2. Interacts easily with familiar adults.~~
2. Forms friendships with peers.
3. Participates in the group life of the class.
4. Shows empathy and caring for others.

III. Social and Emotional (continued)

D. Relationships with Familiar Adults

1. Responds appropriately to adults.
2. Forms positive relationships with familiar adults.

E. Social Problem-Solving

1. Seeks adult help when needed to resolve conflicts.

IV. Language and Communication

A. Listening

1. Gains meaning by listening.
2. Follows two- or three-step directions.

B. Speaking

1. Speaks clearly enough to be understood without contextual clues.
- ~~2. Uses expanded vocabulary and language for a variety of purposes.~~
2. Uses increasingly complex phrases and sentences.

C. Reading

- ~~1. Shows appreciation for books and reading.~~
- ~~2. Shows beginning understanding of concepts about print.~~
- ~~3. Demonstrates phonological awareness.~~
- ~~4. Begins to develop knowledge about letters.~~
- ~~5. Comprehends and responds to stories read aloud.~~

D. Writing

- ~~1. Represents ideas and stories through pictures, dictation and play.~~
- ~~2. Uses letter-like shapes, symbols, and letters to convey meaning.~~
- ~~3. Understands purposes for writing.~~

C. Vocabulary

1. Shows an understanding of words and their meanings.
2. Uses an expanded vocabulary to describe many objects, actions, and events.

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations.
2. Connects phrases and sentences to build ideas.

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems.
2. Initiates, asks questions, and responds to adults and peers in a variety of settings.
3. Uses appropriate language and style for context.

V. Emergent Literacy

A. Emergent Reading

1. Shows motivation for reading.
2. Shows age-appropriate phonological awareness.
3. Shows alphabetic knowledge.
4. Shows understanding of text read aloud.

B. Emergent Writing

1. Shows motivation to engage in written expression.
2. Uses letter like shapes, symbols, and letters to convey meaning.
3. Demonstrates age-appropriate ability to write letters.
4. Shows knowledge of structure of written composition.

VI. Cognitive Development and General Knowledge

VI.A.: Mathematical Thinking

A. Mathematical Processes

1. Begins to use simple strategies to solve mathematical problems.

B. Patterns, Relationships and Functions

1. Sorts objects into subgroups that vary by one or two attributes.
2. Recognizes simple patterns and duplicates them.

C. Analysis

1. Gathers and uses information to ask and answer questions.

D. Number and Operations

1. Shows beginning understanding of number and quantity.

E. Geometry and Spatial Relations

1. Begins to recognize and describe the attributes of shapes.
2. Shows understanding of and uses several positional words.

F. Measurement

1. Orders, compares, and describes objects according to a single attribute.
2. Participates in measuring activities.

VI.B.: Scientific Thinking

A. Inquiry

1. Asks questions and uses senses to observe and explore materials and natural phenomena.
2. Uses simple tools and equipment for investigation.
3. Makes comparisons among objects.

VI. Cognitive Development and General Knowledge (continued)

VI.C.: Social Studies

- A. People, Past and Present
 - 1. Identifies similarities and differences in personal and family characteristics.
- B. Human Interdependence
 - 1. Begins to understand family needs, roles, and relationships.
 - 2. Describes some people's jobs and what is required to perform them.
 - 3. Begins to be aware of technology and how it affects life.
- C. Citizenship and Government.
 - 1. Demonstrates awareness of rules.
 - 2. Shows awareness of what it means to be a leader.
- D. People and Where They Live
 - 1. Describes the location of things in the environment.
 - 2. Shows awareness of the environment.

VI.D.: The Arts

- A. Expression and Representation
 - 1. Uses a variety of art materials for tactile experience and exploration.
 - 2. Participates in group music experiences.
 - 3. Participates in creative movement, dance, and drama.
- B. Understanding and Appreciation
 - 1. Responds to artistic creations or events.

VII. Motor Development

- A. Gross Motor Development
 - 1. Moves with balance and control.
 - 2. Coordinates movements to perform simple tasks.
- B. Fine Motor Development
 - 1. Uses strength and control to perform simple tasks.
 - 2. Uses eye-hand coordination to perform tasks.
 - 3. Shows beginning control of writing, drawing, and art tools.