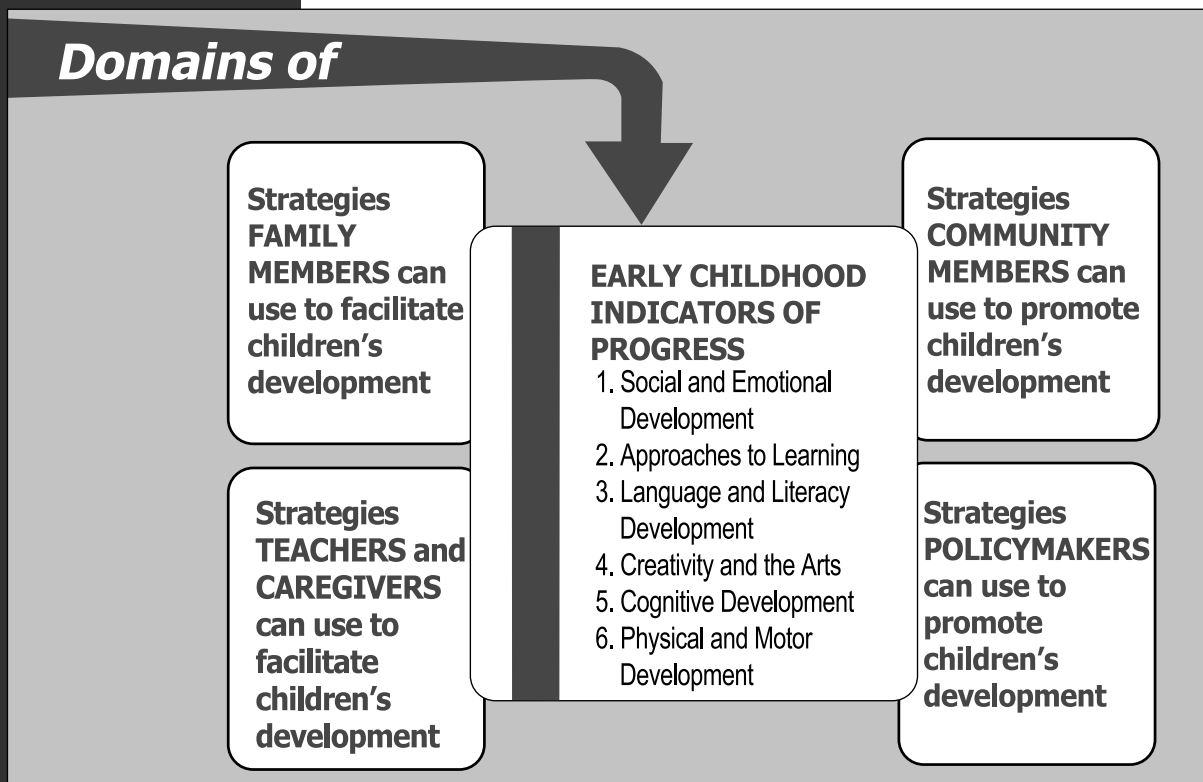


EARLY CHILDHOOD INDICATORS OF PROGRESS:

Minnesota's Early Learning Standards

Organization and Structure of Document

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* are intended to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations. It is divided into six domains that reflect the full range of child development as listed in the center box below:



Each domain is further divided into three to five components that describe indicators of children's progress in gaining concepts, knowledge, and skills. (See domain components on next page.) Strategies family members and teachers and caregivers in early childhood education and care programs can use to facilitate children's development are listed for each component. The lists of strategies for family members and teachers and caregivers are not intended to be all-inclusive, but rather provide suggested learning activities for enhancing children's development. Strategies community members and policymakers can use to promote children's development are also included for each domain. The strategies for community members and policymakers are repeated for each component within a domain.

The *Early Childhood Indicators of Progress* are intended to be used as a guide for children in the preschool period of ages 3 to 5. The indicators are based on widely held developmental expectations observed in a child approximately four years of age. It is expected that most children will meet the majority of these expectations by the end of the pre-kindergarten year. Because normal development varies greatly from child to child, the *Early Childhood Indicators of Progress* document is intended to be a flexible guide in describing a child's individual progress.

**EARLY
CHILDHOOD
INDICATORS
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Early Childhood

DOMAINS:

**SOCIAL & EMOTIONAL
DEVELOPMENT**

**DOMAIN
COMPONENTS:**

Emotional Development

Self-Concept

Social Competence
and Relationships

Indicators of Progress Domain Framework

APPROACHES TO LEARNING	LANGUAGE & LITERACY DEVELOPMENT	CREATIVITY & THE ARTS	COGNITIVE DEVELOPMENT	PHYSICAL & MOTOR DEVELOPMENT
Curiosity	Listening	Creating	Mathematical and Logical Thinking	Gross Motor Development
Risk-Taking	Speaking	Responding	- Number Concepts and Operations	Fine Motor Development
Imagination and Invention	Emergent Reading	Evaluating	- Patterns and Relationships	Physical Health and Well-Being
Persistence	Emergent Writing		- Spatial Relationships/Geometry	
Reflection and Interpretation			- Measurement	
			- Mathematical Reasoning	
			Scientific Thinking and Problem-Solving	
			- Observing	
			- Questioning	
			- Investigating	
			Social Systems Understanding	
			- Human Relationships	
			- Understanding the World	