



SECTION IV  
CHILD OUTCOMES IN THE LANGUAGE DOMAIN



## SECTION IV. CHILD OUTCOMES IN THE LANGUAGE DOMAIN

What should parents and the public expect from the preschool experience? This section lists examples of benchmarks within the language domain that most children could be expected to attain as a result of participation in a quality preschool. Of course, all children would not be expected to arrive at a benchmark at the same time nor attain the same proficiency. Assessments should take into account a child's ability in English and his or her stage of native and English language acquisition.

There are many ways to measure the attainment of the outcomes listed below, including observation and performance assessments. The Resource Section includes a list of assessment instruments that programs might consider for gauging attainment of outcomes.

The outcomes listed below are expectations that are appropriate for most children who have participated in high-quality preschool programs. Children's performance on these outcomes will help you judge the adequacy of preschool program quality.

By the end of preschool, how many of children in your program are able to \_\_\_\_?

### A. *Oral Language, Communication and Listening*

Communicate to be understood by adults and peers.

Initiate and engage in conversations with adults and peers.

Ask questions for information and to extend learning.

Use multiple word sentences to express ideas.

Listen to others and indicate understanding.

Understand accurately directions with more than one step.

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Communicate to be understood by adults and peers.				
Initiate and engage in conversations with adults and peers.				
Ask questions for information and to extend learning.				
Use multiple word sentences to express ideas.				
Listen to others and indicate understanding.				
Understand accurately directions with more than one step.				

### B. *Background Knowledge and Vocabulary*

Learn new vocabulary from everyday situations.

Attempt to communicate more than current vocabulary, extending to create new meaning.

Use correct vocabulary related to position, order, direction, size, and comparison.

Use vocabulary associated with scientific principles, e.g., sink, float, freeze, liquid, alive.

Use basic computer vocabulary, e.g., mouse, keyboard, printer.

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Learn new vocabulary from everyday situations.				
Attempt to communicate more than current vocabulary, extending to create new meaning.				
Use correct vocabulary related to position, order, direction, size, and comparison.				
Use vocabulary associated with scientific principles, e.g., sink, float, freeze, liquid, alive.				
Use basic computer vocabulary, e.g., mouse, keyboard, printer.				

**C. Emergent Literacy**

**Phonological awareness**

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Recognize that words are made up of individual sounds.				
Recognize that language is made up of words.				
Recognize and produce rhyming words.				
Perceive the difference between similar sounding words.				
Identify words that begin with the same sounds.				
Break words into syllables.				

**Alphabetic principle**

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Understand that sounds are represented in print by combinations of letters.				
Make some sound-letter matches.				

**Letter awareness**

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Know some alphabet letter names, including those in own name.				
Recognize own name and several high frequency words in environment.				

**Print awareness**

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Understand that print conveys messages.				
Understand that there are different text forms used for different functions.				
Demonstrate book awareness, e.g., holding the book right side up, turning pages.				
Understand print conventions, e.g., left to right, top to bottom, and spaces between words.				

**Writing**

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Use symbols or drawings to express ideas.				
Use letter approximations to write words or ideas.				
Dictate words, phrases, sentences to adults for recording.				
Write letters in own name.				

**D. Comprehension**

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Retell the sequence of main events in a story.				
Predict events in a story.				
Connect information in books to real life experiences.				

**E. Interest in Literacy**

	<b>MOST</b> (75% or more)	<b>MANY</b> (50-75%)	<b>SOME</b> (25-50%)	<b>FEW</b> (less than 25%)
Play with the sounds of language in games and songs.				
Attend to and engage in discussion about books when being read to.				
Show interest in reading-related activities.				
Attempt to read and write independently.				
Have favorite books and request re-reading of books.				
Enjoy library visits and select books by own criteria.				

## CONCLUSION

The Department of Education offers the information in this guide to states, districts, and schools to use in developing high-quality early childhood programs and in supporting the continuous improvement of existing programs. The guide may also be used to make the case for providing services to young children and ensuring that those services are of sufficient quality to have long-term positive effects.

If your self-assessment shows need for improvement, the information in this guide may help identify the capacities and resources needed to improve services over the coming year. The resources in the next section can provide additional help for your improvement efforts.