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# Kentucky Early Childhood Standards

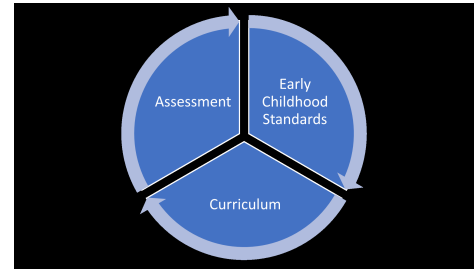


Kentucky's Early Learning Standards (Early Childhood Standards) were designed to reflect the range of developmental abilities typical of young children from birth through age four and to represent the expectations for the skills and levels of knowledge that children are able to achieve.

Use an **assessment** process to help understand what children know and if they have learned what is expected. Providers then can use the Early Childhood Standards for insight on what to target next.

Look at the **Early Childhood Standards** to see what children should be learning at a particular age. Early Childhood standards define what we expect children to learn at each age level to prepare for Kindergarten readiness.

Use a **curriculum** aligning with the Early Childhood Standards to teach the concepts by implementing learning experiences based on the curriculum. Curriculum provides educators with guidance on how to teach skills and concepts that are included in the Early Childhood Standards.



*All three components should consistently align to address children's learning and development. The standards do not tell you which curriculum or assessment to use, what activities to create, or what materials to have accessible. They do help with decisions about curricula and assessments.*

## Breaking down the Early Childhood Standards

Two Domains: Birth to Three and Three & Four Year Olds

- The **standard** is a general statement that represents the information, skill, and/or characteristic that a child should demonstrate at the end of an age span.
- The **benchmark** is a subset of the concept or skill. It describes the specific skill, knowledge or characteristic included within the standard. They are not listed in any specific order of importance or in a developmental order.
- The **Developmental continuum** is a predictable sequence of goals which can be used to describe the progression in levels of performance in which they typically show in most children, based on current research. It describes how skills related to the benchmark typically show progression.
- The example **behaviors** give observable samples of what a child may do as they demonstrate accomplishments at each level of the continuum. The examples are not a definitive list or an exhaustive inventory.

The **Standards** promote an **understanding** of early learning and development, **provide** a comprehensive and coherent set of early childhood educational expectations for children's development and learning, and **guide** the design and implementation of curriculum, assessment, and instructional practices with young children. The **practice** of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep them on track.

<https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx>

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