



How is the ISPROUT structured?

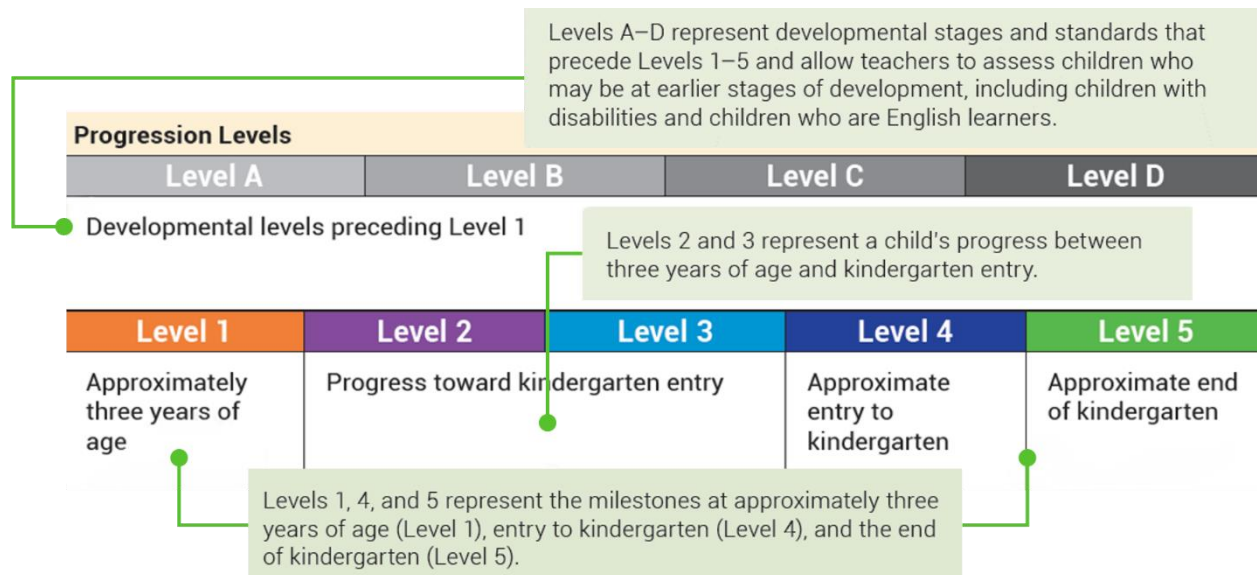
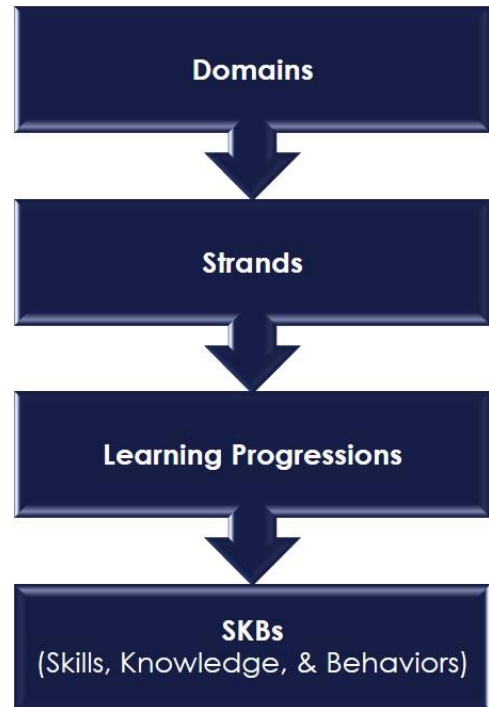
At the top level there are domains, which are the content areas and are consistent with the Early Learning Foundations. An example of a domain is Language and Literacy.

These are broken into strands which are those subsequent foundations. An example of a strand in the Language and Literacy Domain is Reading.

The strands are further broken into subcategories of Learning Progressions and then further into SKBs – Skills, Knowledge, and Behaviors. These are consistent with Topics, and they are the essential concepts and skills early learners should know and/or demonstrate under a particular domain or foundation. An example of a Learning Progression in the Reading Strand is Story/Text Comprehension. One SKB in the Story/Text Comprehension learning progression is “Respond to Questions About Text.”

Each SKB is aligned to one of the three child outcomes for Office of Special Education Program: social-emotional skills, acquisition of knowledge and skills, and use of appropriate adaptive behaviors to meet their needs.

Each SKB contains different levels of performance along a progression of typical development, as shown in the graphic below.



- Level 1 represents milestones at approximately three years of age.
- Level 4 represents approximate entry to kindergarten, and

- Level 5 represents approximate end of kindergarten.
- Levels 2 and 3 represent a child's progress between three years of age and kindergarten entry.
- Levels A through D represent developmental stages and standards that come before Levels 1 through 5. These allow teachers to assess children who may be at earlier stages of development than typical age-3 milestones.