















What is a Learning Progression?

AIM Observational assessment has defined 60 essential knowledge and skills that important for kindergarten success. We call these Learning Progressions. We call these Learning Progressions because (in most cases) they emerge at infancy or toddlerhood and continue to develop in complexity and scope into the kindergarten year. Each Learning Progression is measured along a 9-level continuum of growth.

9-Level Continuum

In the AIM Observational assessment each of the 60 Learning Progressions includes a 9-level continuum. These nine levels outline how a specific progression emerges and develops over time. Each level is associated with an age range during which it would most typically occur or mature. Most progressions emerge in infancy, but others will emerge beginning in toddlerhood or the early preschool years. Regardless of when these progressions emerge, they all continue to develop through the kindergarten year.

Looking at the progression below, the level range doesn't begin until 3.1 because the progression isn't expected to emerge until toddlerhood. If a teacher feels the child is not at the level of 3.1 for this particular progression based on age or behavior, then the progression should not be measured at all for that child.

Cognition/Mathematics (CM)			CM.C.2.
Geometry and Measurement: Shape			
CM.C.2. Two-Dimensional Shapes			
Explores two-dimensional shapes and expands ability to match, identify and describe these figures.			
Level	Range	Indicators	
Level 1 Infant (0-9 months) ↓	Emerging	1.1	
	Progressing	1.5	
	Ready	1.9	
Level 2 Infant (8-18 months) ↓	Emerging	2.1	
	Progressing	2.5	
	Ready	2.9	
Level 3 Toddler (16-24 months) ↓	Emerging	3.1	Identifies real-world objects represented in a two-dimensional format, such as pictures or illustrations (not photographs) of two houses:
	Progressing	3.5	<ul style="list-style-type: none"> Points to an object (e.g., star, heart) represented as an outline of that figure in a picture book when prompted by caregiver.
	Ready	3.9	<ul style="list-style-type: none"> Sees a drawing (as opposed to a photo) of a cat and names/signs it as a cat.
Level 4 Toddler (24-30 months) ↓	Emerging	4.1	Matches simple shapes (circles, squares, triangles) in play through trial and error:
	Progressing	4.5	<ul style="list-style-type: none"> Matches a circle cutout to a circular outline (e.g., ● → ○)
	Ready	4.9	<ul style="list-style-type: none"> Fits a triangle button into a triangular mold.
Level 5 Preschool Entry (30-36 months) ↓	Emerging	5.1	Matches and identifies a few basic two-dimensional shapes, such as a circle, square, and possibly some triangles, particularly those that are regular (meaning all sides are the same length):
	Progressing	5.5	<ul style="list-style-type: none"> Names and identifies these shapes:   
	Ready	5.9	
Level 6 Preschool Beginning (3 to 4 years old) ↓	Emerging	6.1	Matches and identifies a wider variety of two-dimensional shapes beyond circles, squares, and regular triangles (in particular rectangles that are oriented standing on one of their four sides as opposed to being tilted):
	Progressing	6.5	<ul style="list-style-type: none"> Identifies these as rectangles   but not one oriented like this: 
	Ready	6.9	
Level 7 Preschool Middle (4 years old) ↓	Emerging	7.1	Identifies two-dimensional shapes in several different sizes and orientations (e.g., a triangle oriented upside down):
	Progressing	7.5	<ul style="list-style-type: none"> Names and identifies each of these orientations as triangles:    
	Ready	7.9	<ul style="list-style-type: none"> Names and identifies each of these orientations as rectangles:    
Level 8 Preschool Exit (4 to 5 years old) ↓	Emerging	8.1	Describes defining attributes of common two-dimensional shapes:
	Progressing	8.5	<ul style="list-style-type: none"> Describes a circle as a shape "with a curved line" or explains that "all points on the circle are the same distance from the center."
	Ready	8.9	<ul style="list-style-type: none"> Provides the defining attributes of a triangle: "A triangle has three straight sides with three corners (where the lines meet and end)."
Level 9 Kindergarten (5 to 6 years old) ↓	Emerging	9.1	Compares defining attributes of common two-dimensional shapes:
	Progressing	9.5	<ul style="list-style-type: none"> Explains that a square and a rectangle are the same because each has 2 sides that stand up straight when the shape is sitting on one of its other sides (this is an informal way to say 90° angles). Goes on to explain that the square is a different (special) kind of rectangle because all of its sides are the same size.
	Ready	9.9	