DRDP-K (2015)

For use with transitional kindergarten and kindergarten-aged children

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A Developmental Continuum for Kindergarten

For use with transitional kindergarten and kindergarten-aged children

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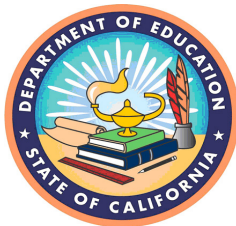
Welcome to the Desired Results Developmental Profile-Kindergarten (2015: A Developmental Continuum for Kindergarten© (DRDP-K (2015)©). The DRDP-K (2015) is an assessment instrument developed by the California Department of Education designed for teachers to observe, document and reflect on the learning and development of all children enrolled in transitional kindergarten and kindergarten classes. The DRDP-K (2015) serves a number of purposes:

- Assesses kindergarten readiness of individual children to identify where a child may require additional instructional supports

Key Features of the DRDP-K (2015):

- The DRDP-K (2015) is administered through observation in natural settings, through teacher observations, family observations, or examples of children's work that includes ongoing documentation of child's knowledge, skills and behavior.

- The DRDP-K (2015) expands on and replaces the DRDP- School Readiness (2012) (DRDP-SR (2012)) assessment instrument.

- The DRDP–K (2015) represents a full continuum assessment instrument for all children in Transitional Kindergarten and Kindergarten classes. The instrument is under study so that it can be used as an appropriate measure of progress for all children with and without Individualized Education Programs (IEPs).

- The DRDP-K (2015) is aligned with the California Preschool Learning Foundations and the Common Core Standards.

- The DRDP-K (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are dual language learners (see section below).

- The DRDP-K (2015) was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed.

- Assists in curriculum planning

- Assess first grade readiness of individual children

- Demonstrates positive child outcomes

The DRDP-K (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education's Preschool Learning Foundations and the Common Core Standards. Key features of the DRDP-K (2015) are described below.

This Guide will assist teachers and administrators to:

- Observe, document, and reflect upon children's development

- Use the DRDP–K (2015) to plan curriculum for individual children and groups of children and to enhance classroom practices

- Share information about children's progress in learning and development domains with families

Information about Selected Key Features

Three of these key features: (1) consideration of children who are dual language learners, (2) universal design, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help assessors better understand and rate the measures of the DRDP-K (2015).

Dual Language Learners and the DRDP-K (2015)

Dual language learners are children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. A child's experience with one or more languages is an asset to build on in the early childhood setting.

It is critical to consider the child's communication in all the languages that he or she is learning to have an accurate picture of a child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages.

There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language; so it is important to assess children in all of the languages he or she understands and uses.

The DRDP-K (2015) addresses cultural and linguistic responsiveness in three primary ways:

1. Teachers observe and document children's behavior in both the home/first language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains

2. Teachers rate children's progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

3. Teachers in a Spanish-English bilingual education program (e.g., Spanish immersion, two-way immersion, developmental bilingual, transitional bilingual) can rate children's progress on an additional language and literacy development domain that assesses progress in learning to communicate in Spanish: Language and Literacy Development in Spanish (SPAN). Note: This is a supplemental domain of the DRDP–K (2015).

Universal Design and the DRDP-K (2015)

In the context of assessment, "Universal Design" refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in age-appropriate, individual-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP-K (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.

The Eleven Domains of the DRDP-K (2015)

The DRDP–K (2015) is made up of 11 domains, including one supplemental domain. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. Because there are multiple measures for each domain, a completed DRDP–K (2015) instrument provides enough information to support assessment along a developmental continuum. A child's learning and development across domains provides the child's overall learning and developmental profile.

Approaches to Learning–Self-Regulation (ATL-REG)

The Approaches to Learning–Self–Regulation (ATL–REG) domain assesses two interrelated areas that are recognized as important for children's school readiness and success. Approaches to learning and self-regulation have been combined into one assessment domain because of the strong connections between these two areas of development. The approaches to learning skills and behaviors include engagement and persistence and curiosity and initiative. The self-regulation skills include self-control of feelings and behavior and shared use of space and materials.

Social and Emotional Development (SED)

The Social and Emotional Development (SED) domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development (LLD)

The Language and Literacy Development (LLD) domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child's first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners. *The LLD measures should be completed for all children, including those who are dual language learners.*

English-Language Development (ELD)

The English-Language Development (ELD) domain assesses the progress of children who are dual language learners' in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child's experiences with English, not the child's age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child's home/first language. *The ELD measures should only be completed for children whose home/first language is other than English.*

Cognition, Including Math and Science (COG)

The Cognition: Math (COG: MATH) and Cognition: Science (COG: SCI) domains focus on observation, exploration of people and objects, and investigation of objects and concepts. The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The COG: SCI domain includes the following knowledge or skill areas: cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development (PD) and Health (HLTH)

The Physical Development (PD) and Health (HLTH) domains assess motor development and the development of routines related to personal care, safety, and nutrition. The PD domain includes the following knowledge or skill areas: perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, and fine motor manipulative skills. The HLTH domain includes the following knowledge or skills areas: active physical play, nutrition, safety, personal care routines, and knowledge of wellness.

History-Social Science (HSS)

The History–Social Science (HSS) domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include

sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

Visual and Performing Arts (VPA)

The Visual and Performing Arts (VPA) domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

Supplemental Domain of the DRDP-K - Language and Literacy in Spanish (SPAN)

The Language and Literacy Development in Spanish (SPAN) domain is a supplemental domain. The SPAN domain is for use in a bilingual program (e.g. Spanish immersion, two-way immersion, developmental bilingual, transitional bilingual). This domain assesses children's progress in learning to communicate in Spanish. The developmental progression described in the four SPAN measures is related to the child's experiences with Spanish as part of the kindergarten curriculum, not the child's age. Keep in mind that various factors affect a child's acquisition of Spanish, including degree of exposure to Spanish and individual differences such as age of exposure to English or the structure of the child's home/first language.

About the Measures of the DRDP-K (2015)

The number of levels in a measure varies depending on the competencies appropriate for that measure's developmental continuum. The levels are organized under two categories that reflect a developmental continuum for the transitional kindergarten and kindergarten year. All but two domains, ELD and SPAN, include six developmental levels. ATL–REG, SED, LLD, COG: MATH, COG: SCI, PD, HLTH, HSS and VPA include the following developmental levels:

- **Building (Earlier, Middle, Later):** Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small-group interactions and cooperative activities with others.

- **Integrating (Earlier, Middle, Later):** Knowledge, skills, or behaviors that demonstrate the increasing ability to connect and combine strategies in order to express, interpret, and explain complex thoughts and feelings, solve multi-step problems through systematic investigation and application of abstract ideas, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children build their capacity to engage in mutually supportive relationships and interactions.

The developmental levels for the ELD and SPAN domains are different from the format described above. The levels in the ELD domain represent the developmental progression for the acquisition of English as a second language. The levels in the SPAN domain represent the developmental progression for the acquisition of Spanish in the context of a kindergarten classroom where the curriculum provides opportunities for learning and development of Spanish.

Definitions of Terms in the Navigation Maps

Developmental Domain: A crucial area of learning and development for children.

Measure: The developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment items in the DRDP-K.

Definition: Specifies the aspects of development to be observed.

Developmental Level: A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

Descriptor: A description that defines the skills or behaviors that would be observed for a child at that developmental level.

Example: Specific skills or behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP-K are not the only way a child can demonstrate mastery of a developmental level.

The Structure and Components of the DRDP(2015)-K
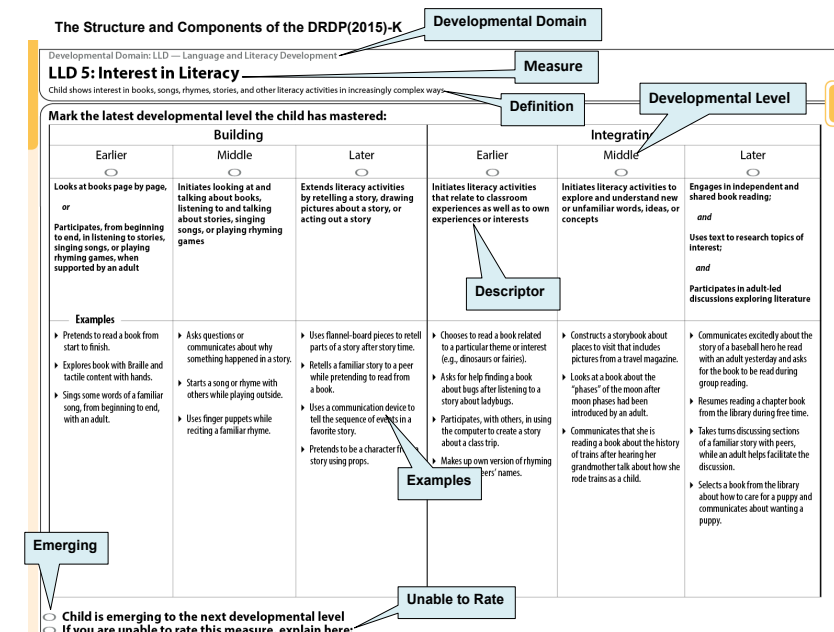
The 3 Steps to Completing the DRDP-K (2015)

➡ Step 1: Observation and Documentation

The DRDP-K (2015) focuses on the child's, knowledge, skills, or behaviors. To capture a child's behavior, the DRDP-K (2015) incorporates observation in natural settings.

Observations should occur over time, in typical settings:

- In the child's typical program or settings such as transitional kindergarten or kindergarten classrooms
- As the child interacts in familiar environments and routines with people he or she knows; and

As the child engages in typical classroom typical activities and routines.

Be sure to prepare and plan for observation and documentation.

Tips for Documenting Children's Development

- Consider ways to document children's knowledge, skills, or behavior throughout the day.
- Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
- Label each piece of evidence with the date and the child's name.
- Set aside time on a regular basis to organize documentation records and other forms of evidence.
- Consider using portfolios to keep documentation organized. Store portfolios in a secure place and accessible place.
- Use the results of other assessments of children's learning and development to help complete DRDP–K (2015).

The following materials may be helpful for observing and documenting:

- Sticky notes
- Pre-printed labels with child's name
- Charts
- Checklists or worksheets
- Clipboard, paper, pens, and pencils
- Photo/video camera
- Voice recorder

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child's home/first language, signed, and through other communication modes (e.g., communication device). The teacher's direct observations of a child are the primary method used to inform ratings. The assessor should also use other sources of evidence to capture a more complete picture of a child's knowledge and skills, or behavior. Other sources of evidence include the following:

Observations by others – including teachers, family members/caregivers, and other service providers or caregivers. Observations made by others are obtained by the assessor through interviews or conversations with others.

Other documentation – including samples of children's work, photographs, and video/audio recordings of children's communication and behavior

The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child's activities and interactions over time and in a range of situations. Their perspectives, combined with teachers' and service providers' observations, help assessors arrive at a more complete and reliable picture of a child's typical behaviors across settings. Inviting family members to share observations of their child's development and behavior is recommended practice for the DRDP-K (2015).

The opportunity to observe a child's level of mastery is enhanced when the child is interacting with a familiar adult. Because of this, it is helpful to observe children interacting with family members. These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains given social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Dual language learners may demonstrate knowledge and skills in their home/first language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in all languages the child uses should be considered when collecting documentation and completing the measures in all domains.

The teacher who is conducting observations and collecting documentation should speak the child's home/first language. If not, the adult should receive assistance from another adult, who does speak the child's home/first language. This may be an instructional assistant, teacher, director, parent, or other adult who knows the child.

Code switching is a strategy used by children learning more than one language:

> **Dual Language Learners' Use of Code Switching**
> - Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
> - Children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
> - Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
> - When children mix their two languages they use the grammatical rules of each language. For example, "I want leche" ["I want milk" in English] is an example of inserting a Spanish noun into a grammatically correct English sentence. "¡And then el niño se cayó!" ["And then the boy fell down" in English] is an example of using English linking words within a Spanish sentence.

The Role of Special Educator

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities participate in district-wide assessments. If you serve a transitional kindergarten or kindergarten student with an IEP in a district in which the DRDP-K is being implemented, you are to support that student's participation in this assessment. This includes ensuring that accommodations are in place such as the system of adaptations described below, as well as working with the child's teacher to be sure observations of children with IEPs are accurate and complete. The special educator should communicate with the kindergarten teacher to plan how to conduct the assessment collaboratively for children with IEPs.

Using Adaptations with Children with Individualized Education Plans (IEPs)

Adaptations are changes in the environment or differences in observed behavior that allow children with IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IEPs for the DRDP (2015).

- The adaptations listed in the table below have been developed so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability (a more detailed description of the adaptations appears in Appendix D). Adaptations must be in place for the child during the normal course of the day, and they should also be in place during observations for the DRDP (2015). Everyone working with the child should be informed of any adaptations the child uses.

- New adaptations must not be introduced solely for the purpose of conducting the DRDP (2015) assessment.

- Consideration of adaptations should be made on a regular basis from early infancy and as the child develops and grows.

Seven Categories of Adaptations

Augmentative or Alternative Communication System
Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.

Alternative Mode for Written Language
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.

Visual Support
Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

Assistive Equipment or Device
Tools that make it possible or easier for a child to perform a task.

Functional Positioning
Strategic positioning and postural support that allow a child to have increased control of his body.

Sensory Support
Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

Alternative Response Mode
Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child's typically developing peers.

➡ Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately. All ratings will be entered into DRDPtech©, the DRDP–K (2015) online system. Ratings may be entered directly into DRDPtech or recorded on the DRDP–K (2015) Rating Record.

The Descriptors and Examples

Consider the descriptors and then the examples to determine which developmental level is most consistent with your observations and other documentation of the child's typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child is demonstrating most consistently.

Descriptors:

The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Map). Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some of the descriptors include more than one behavior or skill, separated by "or" or a semicolon (;).

If the descriptor says "or":

- The child only needs to demonstrate the knowledge, skills, or behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

- An example is the level descriptor for Building Earlier in the LLD 5: Interest in Literacy measure: Looks at books page by page or

Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult

If the child EITHER looks at books page by page briefly OR participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult, mastery can be rated at this level.

If a descriptor includes a semi-colon (;) followed by "and":

- The child must demonstrate all the knowledge, skills or behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

- An example is the level descriptor for Integrating Middle in the LLD8: Phonological Awareness measure: Matches initial and final sounds of words; and

- Segments and blends initial and final phonemes of words

What is Mastery?

A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- ➡ Consistently over time
- ➡ In different situations or settings

Important notes about mastery:

- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child's mastery level may not appear on the list of examples, although they are consistent with the descriptor.

Review and Reflect:

- It is a good idea to have a system to keep track of documentation to ensure a complete picture of the child. Halfway through the documentation period, check the measures of the DRDP–K (2015) instrument for which you have documentation. Plan to observe the child at times when the remaining measures can be documented.

- During the rating period, review the observations and documentation of the child's development collected (portfolio with work samples, anecdotal comments, photographs, video, other learning and development assessments, etc.). Reflect on what the evidence reveals about the child's development across the domains and measures of the DRDP–K (2015) instrument.

- If the documentation does not provide a clear picture of the child's development in one or more areas, determine how to gather additional evidence. Plan other opportunities to observe the child's behavior. Speak again with family members, staff, and others who know this child to ensure that you have the most complete and accurate picture of the child's skills and abilities.

To be rated as mastered at this level, the child must BOTH match initial and final sounds of words AND segment and blend initial and final phonemes of words, although the teacher does not have to observe both behaviors during the same observation within a rating period.

Examples:
Keep in mind these important points about examples:

- The examples are not a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.

- An example is one of many possible ways a child might demonstrate mastery of a developmental level. Teachers will identify other examples as they conduct their observations.

- Mastery is determined over time and across situations or settings.

- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.

- Children demonstrate mastery in diverse and sometimes unique ways.

Additional Rating Options

Emerging to the Next Developmental Level:
If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

To indicate emerging:

- First, mark the developmental level the child has mastered.

- Then, mark "emerging" if the child also demonstrates behaviors described for the next developmental level.

Unable to Rate:
In the rare instance that you are unable to rate a specific measure provide the reason(s) as to why in DRDPtech or in the designated column if you are submitting ratings on a rating record.

Notes about Emerging:

- Do not mark emerging if the child has mastered the last level on a measure.

- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

➡ # Step 3: Finalize the Assessment

- To finalize, simply review the assessment to make sure that:

- Teachers and special educators enter ratings for all required measures of DRDP–K (2015) into DRDPtech or on the DRDP–K (2015) Rating Record. DRDPtech will provide prompts to complete any missing information.

- The Information Page is complete and up-to-date.

Using Information from the DRDP-K (2015)

When used on an ongoing basis, the DRDP–K (2015) instrument will provide teaching staff with information that will benefit children, families, and schools.

Information from the DRDP–K (2015) can be reviewed and analyzed at the level of the individual child. In addition, the DRDP–K (2015) results can be summarized to provide information on groups of children. Teachers, special educators, and other staff will review, share, and analyze the DRDP–K (2015) assessment results for the individual students in their classroom and use the information for curriculum planning and development.

Because the DRDP–K (2015) provides opportunities to observe and document children's knowledge, skills, or behaviors systematically across many areas of development, the information it yields can be used to identify areas of development that may need to be addressed and supported, either for a specific child or group of children. Teaching staff may also find it useful to interpret a child's ratings on individual DRDP–K (2015) measures. DRDP results may indicate that the child might benefit from additional support in one or more specific areas of development, such as in developing self-control of feelings and behavior or with number sense of quantity. This information, together with other sources of information about the child's development, can be used to plan curriculum tailored to the interests and needs of all children.

For Classroom or School Level

- Teachers or other staff may summarize DRDP–K (2015) information using DRDPtech.

- DRDP–K (2015) data collected within a classroom or for a school site may indicate a need to change or add activities in a specific area covered by the DRDP–K (2015), such as mathematics or language and literacy development.

- Thus, results from the DRDP–K (2015) can assist teaching staff in supporting the learning and development of individual children and groups of children, and can inform overall school improvement efforts.

Communicating with Families about Children's Progress

It is vital that schools work in partnership with families to foster children's learning and development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP assessment process from the beginning. Teachers who observe and document the child's behaviors and rate the DRDP–K (2015) measures are encouraged to seek input from families. Input from family members about the child's knowledge, skills, or behaviors can enrich and complement evidence collected by teachers and other staff.

The Child Developmental Profile that summarizes results from the DRDP–K (2015) assessments can be found at DRDPtech. Teachers, including special educators, and family members can use this summary as a tool for sharing information about the child's learning and development during parent-teacher conferences. Teachers should review the Child Developmental Profile with the family, and may be used to generate ideas about ways in which the family and the school can work together to support the child's development both at home and in the school setting.

Date assessment completed (mm/dd/yyyy): _____

Child's Information

1. Child's name:

   1a. Legal First Name: _____

   1b. Legal Last Name: _____

2. Agency Identifier or Statewide Student Identifier (*10-digit SSID*)

   _____

3. Child's classroom: _____

4. Birth date (mm/dd/yyyy): _____

5. Gender: ☐ male ☐ female

6. Initial date of enrollment (mm/dd/yyyy):

   _____

7. Ethnicity:

   7a. What is this child's ethnicity? Check one.

   ☐ Hispanic or Latino   ☐ Not Hispanic or Latino

   7b. What is this child's race? Mark one or more races to indicate what this child considers himself/herself to be.

   ☐ Asian Indian   ☐ Korean
   ☐ Black or African American ☐ Laotian
   ☐ Cambodian   ☐ Native American
   ☐ Chinese   ☐ Other Asian
   ☐ Filipino   ☐ Other Pacific Islander
   ☐ Guamanian   ☐ Samoan
   ☐ Hawaiian   ☐ Tahitian
   ☐ Hmong   ☐ Vietnamese
   ☐ Japanese   ☐ White
   ☐ Intentionally left blank

8. Does this child have an Individualized Education Program (IEP)?
   ☐ Yes ☐ No ☐ Don't know

Assessor Information

9. Agency/site: _____

10. Person(s) completing the assessment:
    Name/role: _____
    Name/role: _____
    Choose role from list below:
    • Primary Teacher
    • Special Education Teacher
    • Other (please specify)_____

11. Did another adult assist you with assessing this child?
    ☐ Yes (role/relation): _____
    ☐ No

Child's Language Information

12. Child's home language(s)?_____

    Is a language other than English spoken in the child's home?
    ☐ Yes   ☐ No

    If yes a language other than English is spoken in the child's home, the ELD measures must be completed.

13. What language(s) do you speak with this child?

14. Did someone who understands and uses the child's home language assist you with completing the observation?
    ☐ Yes (role/relation):
    ☐ No
    ☐ Not applicable – I understand and use the child's home language.

DRDP-K (2015)

Rating Record

DRDP-K (2015): A Developmental Continuum for Kindergarten

Child: _____   Date of assessment: _____   Assessor: _____

Classroom: _____   District/Agency: _____   School or Site: _____

Note: The Rating Record is meant to be used together with the DRDP(2015)-K Instrument for keeping track of each child's developmental levels as you complete the study.

Instructions: Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

	DOMAIN: Approaches to Learning--Self-Regulation (ATL-REG)	Building			Integrating			Emergent	In the rare circumstance that you are unable to rate a measure:	
		Earlier	Middle	Later	Earlier	Middle	Later	EM	UR	Reason
1	Curiosity and Initiative in Learning	○	○	○	○	○	○	◠	◠	absence other
2	Self-Control of Feelings and Behavior	○	○	○	○	○	○	◠	◠	absence other
3	Engagement and Persistence	○	○	○	○	○	○	◠	◠	absence other
4	Shared Use of Space and Materials	○	○	○	○	○	○	◠	◠	absence other

	DOMAIN: Social and Emotional Development (SED)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Identity of Self in Relation to Others	○	○	○	○	○	○	◠	◠	absence other
2	Social and Emotional Understanding	○	○	○	○	○	○	◠	◠	absence other
3	Relationships and Social Interactions with Familiar Adults	○	○	○	○	○	○	◠	◠	absence other
4	Relationships and Social Interactions with Peers	○	○	○	○	○	○	◠	◠	absence other
5	Symbolic and Sociodramatic Play	○	○	○	○	○	○	◠	◠	absence other

	DOMAIN: Language and Literacy (LLD)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Understanding of Language (Receptive)	○	○	○	○	○	○	◠	◠	absence other
2	Responsiveness to Language	○	○	○	○	○	○	◠	◠	absence other
3	Communication and Use of Language (Expressive)	○	○	○	○	○	○	◠	◠	absence other
4	Reciprocal Communication and Conversation	○	○	○	○	○	○	◠	◠	absence other
5	Interest in Literacy	○	○	○	○	○	○	◠	◠	absence other
6	Comprehension of Age-Appropriate Text	○	○	○	○	○	○	◠	◠	absence other
7	Concepts About Print	○	○	○	○	○	○	◠	◠	absence other
8	Phonological Awareness	○	○	○	○	○	○	◠	◠	absence other
9	Letter and Word Knowledge	○	○	○	○	○	○	◠	◠	absence other
10	Emergent Writing	○	○	○	○	○	○	◠	◠	absence other

DRDP-K (2015)

Rating Record

DRDP-K (2015): A Developmental Continuum for Kindergarten

Child: _____

	🌐 DOMAIN: English Language Development (ELD)	Discovering English	Exploring English	Developing English	Building English	Integrating English	EM	UR	Reason
1	Comprehension of English (Receptive English)	○	○	○	○	○	⌃	⌃	absence other
2	Self-Expression in English (Expressive English)	○	○	○	○	○	⌃	⌃	absence other
3	Understanding and Response to English Literacy Activities	○	○	○	○	○	⌃	⌃	absence other
4	Symbol, Letter, and Print Knowledge in English	○	○	○	○	○	⌃	⌃	absence other

	🔺 DOMAIN: Cognition, Including Math and Science (COG:MATH)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Classification	○	○	○	○	○	○	⌃	⌃	absence other
2	Number Sense of Quantity	○	○	○	○	○	○	⌃	⌃	absence other
3	Number Sense of Math Operations	○	○	○	○	○	○	⌃	⌃	absence other
4	Measurement	○	○	○	○	○	○	⌃	⌃	absence other
5	Patterning	○	○	○	○	○	○	⌃	⌃	absence other
6	Shapes	○	○	○	○	○	○	⌃	⌃	absence other

	🍃 DOMAIN: Cognition, Including Math and Science (COG:SCI)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
7	Cause and Effect	○	○	○	○	○	○	⌃	⌃	absence other
8	Inquiry Through Observation and Investigation	○	○	○	○	○	○	⌃	⌃	absence other
9	Documentation and Communication of Inquiry	○	○	○	○	○	○	⌃	⌃	absence other
10	Knowledge of the Natural World	○	○	○	○	○	○	⌃	⌃	absence other

	⚽ DOMAIN: Physical Development (PD)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Perceptual-Motor Skills and Movement Concepts	○	○	○	○	○	○	⌃	⌃	absence other
2	Gross Locomotor Movement Skills	○	○	○	○	○	○	⌃	⌃	absence other
3	Gross Motor Manipulative Skills	○	○	○	○	○	○	⌃	⌃	absence other
4	Fine Motor Manipulative Skills	○	○	○	○	○	○	⌃	⌃	absence other

Child: _____

	DOMAIN: Health (HLTH)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Safety	○	○	○	○	○	○	▵	▵	absence other
2	Personal Care Routines	○	○	○	○	○	○	▵	▵	absence other
3	Active Physical Play	○	○	○	○	○	○	▵	▵	absence other
4	Nutrition	○	○	○	○	○	○	▵	▵	absence other
5	Knowledge of Wellness	○	○	○	○	○	○	▵	▵	absence other

	DOMAIN: History-Social Science (HSS)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Sense of Time	○	○	○	○	○	○	▵	▵	absence other
2	Sense of Place	○	○	○	○	○	○	▵	▵	absence other
3	Ecology	○	○	○	○	○	○	▵	▵	absence other
4	Conflict Negotiation	○	○	○	○	○	○	▵	▵	absence other
5	Responsible Conduct as a Group Member	○	○	○	○	○	○	▵	▵	absence other

	DOMAIN: Visual and Performing Arts (VPA)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Visual Art	○	○	○	○	○	○	▵	▵	absence other
2	Music	○	○	○	○	○	○	▵	▵	absence other
3	Drama	○	○	○	○	○	○	▵	▵	absence other
4	Dance	○	○	○	○	○	○	▵	▵	absence other

Additional Measures for Spanish Immersion/Bilingual Classrooms

	DOMAIN: Language and Literacy Development in Spanish (SPAN)	Discovering Spanish	Exploring Spanish	Developing Spanish	Building Spanish	Integrating Spanish	EM	UR	Reason
1	Language Comprehension in Spanish (Receptive)	○	○	○	○	○	▵	▵	absence other
2	Language Production in Spanish (Expressive)	○	○	○	○	○	▵	▵	absence other
3	Phonological Awareness in Spanish	○	○	○	○	○	▵	▵	absence other
4	Emergent Writing in Spanish	○	○	○	○	○	▵	▵	absence other

DRDP-K (2015)
A Developmental Continuum for Kindergarten

Measures at-a-Glance

For use with transitional kindergarten and kindergarten-aged children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning – Self-Regulation	ATL-REG	1	Curiosity and Initiative in Learning
		2	Self-Control of Feelings and Behavior
		3	Engagement and Persistence
		4	Shared Use of Space and Materials
Social and Emotional Development	SED	1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts about Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English Language Development	ELD	1	Comprehension of English (Receptive)
		2	Self-Expression in English (Expressive)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition, Including Math and Science	COG:MATH	1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition, Including Math and Science	COG:SCI	1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development	PD	1	Perceptual-Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
Health	HLTH	1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History - Social Science	HSS	1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member
Visual and Performing Arts	VPA	1	Visual Art
		2	Music
		3	Drama
		4	Dance
Language and Literacy Development in Spanish	SPAN	1	Language Comprehension in Spanish (Receptive)
		2	Language Production in Spanish (Expressive)
		3	Phonological Awareness in Spanish
		4	Emergent Writing In Spanish

ATL-REG 1: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⚬	Middle ⚬	Later ⚬	Earlier ⚬	Middle ⚬	Later ⚬
Explores through simple observations, or manipulations, or asking simple questions	**Explores by engaging in specific observations, manipulations, or by asking specific questions**	**Carries out simple investigations using familiar strategies, tools, or sources of information**	**Carries out multi-step investigations, using a variety of strategies, tools, or sources of information**	**Carries out experiments with things or materials, by systematically modifying actions and reacting to the results**	**Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions**
Possible Examples					
▸ Moves around a fish bowl to continue watching a fish as it swims around objects. ▸ Drops a marble in a maze and follows its path as it rolls to the bottom. ▸ Asks, "What's that doing?" when seeing the compact disc player in the listening center.	▸ Puts a dry sponge in water and then squeezes it to see what happens. ▸ Observes a snail and asks, "Why do snails have shells?" ▸ Compares color or shape of leaves gathered on a nature walk.	▸ Uses a magnetic wand to figure out which objects on a table it will lift up. ▸ Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. ▸ Changes the compact disc to listen to a new story. ▸ Uses a communication device to learn about the new pet guinea pig.	▸ Examines images from informational books or a computer to learn about the habitats of different animals. ▸ Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. ▸ Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.	▸ Makes a wooden block ramp steeper and steeper and runs a small metal car down it each time to find out what happens. ▸ Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes. ▸ Kicks a ball into a play soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick. ▸ Watches a cup of snow to see how long it takes to melt.	▸ Communicates, "But that's different from what my daddy told me," and asks why, after hearing an adult's response to a question about why plants are green. ▸ Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a peer shows that objects roll down steeper ramps more quickly than shallow ramps. ▸ Gathers information from books and the internet to create an environment for the classroom butterflies. ▸ Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

ATL-REG 1 (of 4) | **Curiosity and Initiative in Learning** | **ATL-REG 1 (of 4)**

ALT-REG 2: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	**Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed**	**Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors**	**Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors**	**Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively**	**Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success**
⎯ **Possible Examples** ⎯					
▸ Waits to ride a favorite tricycle without trying to take it from another child. ▸ Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?" ▸ Frowns, but goes to a different play center when an adult communicates that there are too many children at this play center.	▸ Insists that another child return a favorite item, but when refused, asks familiar adult for help. ▸ Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes the manipulative without asking. ▸ Communicates, "I want to sit here," when upset that there are no empty chairs near a friend. ▸ Calls out, "Teacher!" when another child takes all the counting bears.	▸ Offers an object in exchange when another child has a desired object. ▸ Communicates, "Okay, but it's my turn when you're done," while waiting for a drink at the water fountain. ▸ Leaves the block area during free-choice play, after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children playing there.	▸ Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. ▸ Communicates, "Don't push!" to another child trying to fit on the rug for story time, and then says, "Here's a spot," and moves over. ▸ Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. ▸ Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.	▸ Waits to be acknowledged by the adult before answering a question at circle time. ▸ Raises hands, as if to push, pauses, and then communicates, "I don't like it when you push! I was here first," when pushed by peer. ▸ Communicates to adult while in the computer center, "Can you tell me when I can play on the computer?" and then goes to the writing center, periodically looking toward the computer and the adult.	▸ Communicates to an adult, "It's sad that my daddy doesn't live with us, but that means I have two birthdays: one with my mommy, and one with my daddy!" ▸ Turns to play with another child and later communicates, "I don't like to play with them, they're mean," after being excluded by favorite playmates. ▸ Declines playing with the magnets when they become available in order to continue with another activity started while waiting for the magnets.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

ATL-REG 2 (of 4)   **Self-Control of Feelings and Behavior**   **ATL-REG 2 (of 4)**

ATL-REG 3: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⚬	Middle ⚬	Later ⚬	Earlier ⚬	Middle ⚬	Later ⚬
Continues self-selected activities with adult support, even though interest briefly shifts to other activities	**Continues self-selected activities on own, seeking adult support to work through challenges**	**Works through challenges on own while engaged in self-selected activities**	**Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity**	**Pursues simple multi-step activities, following the steps through to completion**	**Completes complex multi-step activities, making and adjusting plans as needed**

Possible Examples

▸ Strings large wooden beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. ▸ Stops looking at books and starts to move away from literacy area, but returns when an adult begins reading a familiar book. ▸ Pauses to watch children playing a board game, but returns to drawing when the adult offers markers to finish the drawing.	▸ Continues working on a difficult puzzle, asking an adult for help when needed. ▸ Continues looking at a book as an adult encourages other children entering the same area to find a book. ▸ Asks adult for headphones while listening to a story on a compact disc when other children begin to play noisily nearby. ▸ Starts to get ready to go outside with other children, and asks for adult assistance with zippers when putting on coat.	▸ Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. ▸ Glues a variety of materials together to create a three- dimensional collage, trying different ways to make them stick. ▸ Repeatedly tries to trace around own hand. ▸ Completes an obstacle course using a walker, even on bumpy ground.	▸ Continues to work on spinning a round hoop around own waist over successive days. ▸ Revisits a painting started on a previous day to add more detail and color. ▸ Writes own name, then writes it more clearly a second time at classroom sign-in table.	▸ Makes a necklace of tiny beads, following a chosen pattern and correcting any errors along the way. ▸ Makes a landscape on the sand table, planning roads, bridges and houses. ▸ Makes a neighborhood map, including familiar landmarks, such as houses, a park, the library, and the fire station.	▸ Creates a model of a bridge, consulting pictures, finding blocks of the right size, and getting other materials, as needed. ▸ Finishes current activity, puts away materials, and goes to the lunch table with no reminders after an adult announces it is time for lunch. ▸ Helps to create props and scenery in preparation for reenacting a story to present to the class.

⚬ **Child is emerging to the next developmental level**
⚬ **Unable to rate this measure due to extended absence**

ATL-REG 3 (of 4) | **Engagement and Persistence** | **ATL-REG 3 (of 4)**

ATL-REG 4: Shared Use of Space and Materials

Child develops the capacity to share the use of space and materials with others

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Shows awareness that other children might want to use materials, by taking action to control the materials	**Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children**	**Follows expectations or procedures for sharing, most of the time, without adult prompting**	**Offers to share space or materials with others in the absence of explicit expectations for sharing**	**Shows concern about everyone being treated fairly in collaborative activities with others**	**Engages in sustained collaborative activities that involve mutual assistance**
──── **Possible Examples** ────					
▸ Keeps all of the crayons nearby even if only using one or two colors. ▸ Communicates, "It's mine," when another child reaches for a red counting bear. ▸ Places favorite dolls behind back when other children are playing in the doll area.	▸ Holds onto all the pencils while at the writing center, but then gives some to other children, with adult prompting. ▸ Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table. ▸ Lets another child take a book from a pile nearby, but holds onto a few favorite books.	▸ Communicates to another child, "That's mine [referring to a carpet square]. Go get one from the pile over there," while getting ready for story time. ▸ Gets individual white boards off of the shelf to give to other children, according to the usual classroom practice. ▸ Communicates, "It's my turn when you are done," to a child who is using the water fountain. ▸ Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.	▸ Brings a carpet square to another child while getting ready for story time, without being asked. ▸ Makes room for another child who wants to join in the writing activity, and then offers a pencil to the child. ▸ Uses a communication device to ask another child to join in working with pattern blocks.	▸ Helps a peer find a favorite book in the classroom library. ▸ Communicates, "It's not fair!" when a peer is excluded from a game. ▸ Passes the dice to another child who has been watching them play a math game.	▸ Works with one or two peers to assemble a puzzle, accepting and offering help to figure out where the pieces go. ▸ Communicates, "Look at the picture." to a peer who has trouble identifying a word during shared storybook reading. ▸ Shares a magnifying glass with a partner so they both have a chance to see details of the insect wing they are closely looking at together.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

ATL-REG 4 (of 4) | **Shared Use of Space and Materials** | **ATL-REG 4 (of 4)**

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬯	Middle ⬯	Later ⬯	Earlier ⬯	Middle ⬯	Later ⬯
Expresses simple ideas about self and connection to others	**Describes self or others based on physical characteristics**	**Describes own preferences or feelings;** *and* **Describes the feelings or desires of family members, friends, or other familiar people**	**Compares own preferences or feelings to those of others**	**Describes and compares self and others using personality characteristics**	**Identifies and evaluates strengths and weaknesses by comparing self with others**
—— Possible Examples ——					
▶ Acts out roles from own family in pretend play. ▶ Communicates, "I'm making cookies— just like Grandma!" while rolling play dough. ▶ Draws picture of a house and communicates, "This is my house."	▶ Communicates, using communication board, "His hair is red!" ▶ Identifies own height, as indicated on a growth chart posted on the wall. ▶ Narrates details while drawing a picture of a friend. ▶ Draws a picture of own family, representing traits such as heights and hair colors.	▶ Communicates to an adult, "I was mad when it rained because we couldn't go outside." ▶ Communicates that a friend is happy because he is going to have a birthday party. ▶ Says, "I don't want to touch the caterpillar. It scares me."	▶ Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self. ▶ Communicates to a peer that they both like peanut butter and jelly sandwiches. ▶ Communicates, "I love to swim, but my sister doesn't."	▶ Tells her grandma, "I'm a good friend in school because I share the markers," at the end of the day when she comes to pick her up. ▶ Communicates, "I like to be first to the door, but Michael doesn't care about being first." ▶ Communicates, "I'm shy." ▶ Communicates to a peer, "I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school."	▶ Communicates to a peer, "I'm great at math, but I'm not so good at reading," after an adult explains they will do a reading activity next. ▶ Moves to the back of a group of children when an adult asks, "Who knows how to use the microscope?" ▶ Communicates, "I think he likes her better than me."

⬯ **Child is emerging to the next developmental level**
⬯ **Unable to rate this measure due to extended absence**

SED 2: Social and Emotional Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Identifies own or others' feelings	**Communicates, with adult assistance, about feelings that caused own behavior or others' behavior**	**Communicates ideas about why one has a feeling or what will happen as a result of a feeling**	**Communicates ideas about how own or another's personality affects how one thinks, feels, and acts**	**Compares people's personality traits;** *and* **Demonstrates consideration for the thoughts or feelings of others**	**Uses understanding of another's personality traits to explain and predict their behavior**
——— Possible Examples ——— ▶ Communicates, "I like to listen to music, too; it makes me happy," after noticing a child playing with a musical triangle. ▶ Communicates that a crying child is sad. ▶ Communicates, "She wants the big truck." ▶ Points to "angry" picture on emotion chart while listening to a story about a character who is angry.	▶ Responds that a friend is sad, when an adult asks, "Why did your friend get his blanket?" ▶ Communicates that the turtle in the story was scared, when an adult asks, "Why did the turtle go into its shell?" ▶ Communicates, "She misses her mommy," when adult asks, "What happened?"	▶ Communicates, "He'll be mad if his bridge is knocked down again." ▶ Uses a communication device to express, "I feel sleepy when it gets dark." ▶ Communicates, "I'm tired. I don't want to write anymore."	▶ Communicates to a peer, "You're silly," when the peer starts giggling and other children join in. ▶ Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. ▶ Communicates that another child plays with everyone because he is so friendly.	▶ Communicates that a new friend is nice, just like his sister. ▶ Communicates to a child who is new to the class at pick-up time, "Don't worry. Your mommy will come." ▶ Describes self as a good friend and identifies other children who are also good friends. ▶ Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.	▶ Communicates to a friend, "I think Joey left these crayons out. He's always so messy," after discovering crayons still out in the art area. ▶ Gestures toward a specific child and communicates, "She can do it, she isn't scared of anything," when the adult asks who wants to hold the baby chick. ▶ Asks a peer, "Do you want to help me water the flowers and plants, I know you always like to help."

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

SED 2 (of 5)	**Social and Emotional Understanding**	**SED 2** (of 5)

SED 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	**Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child**	**Takes initiative in creating cooperative activities with a familiar adult**	**Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems**	**Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions**	**Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior**

— Possible Examples —

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
▸ Communicates to a familiar adult, "Want to read with me?" during free-choice time. ▸ Completes a simple puzzle with a familiar adult, taking turns to fit pieces. ▸ Shows a drawing to a familiar adult and tells the adult what is happening in the drawing. ▸ Uses an electronic tablet to play a game with a familiar adult.	▸ Asks a familiar adult what they might see when they go on a field trip. ▸ Asks a teacher why another child is not going outside with the group. ▸ Asks a familiar adult for a suggestion about how to fold the paper to make a paper airplane fly. ▸ Asks a familiar adult, "Is that the zoo we went to?" while looking at photos of zoo animals.	▸ Offers to carry napkins and cups to the tables when a familiar adult begins preparing for snack. ▸ Brings a board game to a familiar adult and communicates an interest in playing together. ▸ Gives pretend food to a familiar adult and communicates, "I made some hamburgers for you. You tell me what you want to drink."	▸ Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways. ▸ Plans a writing activity with a familiar adult, communicating by signing the materials needed. ▸ Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult. ▸ Works with a familiar adult and a group of children to make a prop for a class play over two days, offering ideas for its design and what materials to use.	▸ Communicates to peer who is talking loudly, "The teacher said to use our inside voices." ▸ Communicates to peers, "It's time to clean up and get ready for snack," after noticing a familiar adult clearing off the lunch table. ▸ Opens door for a familiar adult who is carrying an armful of books. ▸ Quiets down at circle time after noticing the teacher is holding up a book to read aloud to the group.	▸ Laughs and communicates, "That was funny!" while watching as a familiar adult tells a joke and laughs. ▸ Asks a familiar adult what kinds of things they like to do together after the adult shares a picture of being outside with a dog. ▸ Asks a familiar adult, "Do you like to dance?" after the adult puts on dance music. ▸ Communicates, "Sometimes my mom is tired from working all day and doesn't feel like playing games with me at night."

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

SED 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⚬	**Middle** ⚬	**Later** ⚬	**Earlier** ⚬	**Middle** ⚬	**Later** ⚬
Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	**Participates in extended episodes of cooperative play (including pretend play) with one or two friends**	**Initiates sustained episodes of cooperative play (including pretend play), particularly with friends**	**Organizes or participates in planning cooperative play activities with several peers, particularly with friends**	**Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)**	**Explains own feelings, thoughts, and opinions to other children**
─── Possible Examples ───					
▶ Takes a few turns trying on hats with a peer. ▶ Plays chase briefly outside with two peers, and then goes to play alone on the slide. ▶ Plays cars with a peer for a short while.	▶ Builds a train track with two friends, taking turns connecting the track pieces. ▶ Laughs and makes funny noises or faces with a friend while singing a song together. ▶ Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	▶ Invites friends to build a castle with blocks, and, at clean-up time, asks to save it so they can continue building tomorrow. ▶ Invites friends to continue working on the art project from the day before. ▶ Plays school with friends, showing them the charts on the wall and pretending to read a book aloud.	▶ Plans how to design a large drawing on a poster with several peers, choosing materials and negotiating tasks. ▶ Acts out a familiar story with peers, planning different characters and scenarios. ▶ Joins peers in planning and gathering materials needed for small group writing activity.	▶ Asks a friend, "What should we play, blocks or puppets?" and plays the activity the friend chooses. ▶ Suggests taking turns when they both want to play on the swings. ▶ Defends a friend who is teased by another child. ▶ Tells another child to not sit on the carpet square because it is being saved for another friend.	▶ Shares with a friend that blue is the prettiest color and that's why it is her favorite. ▶ Communicates to another child, "I was scared when the door slammed shut, I thought it was a stranger." ▶ Communicates in agreement with a friend, "I like her, too. She is nice. But, he's too loud and I don't like to sit next to him during reading time."

⚬ **Child is emerging to the next developmental level**
⚬ **Unable to rate this measure due to extended absence**

SED 5: Symbolic and Sociodramatic Play

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	**Middle** ⬭	**Later** ⬭	**Earlier** ⬭	**Middle** ⬭	**Later** ⬭
Engages in pretend-play sequences	**Engages in pretend play with others around a shared idea**	**Engages in roles in pretend-play sequences with others**	**Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea**	**Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group**	**Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line**
───Possible Examples─── ▸ Pretends to be a doctor and takes care of a stuffed bear that is "sick." ▸ Makes a pretend cake and offers a "taste" to an adult. ▸ Makes a 'pizza' out of play dough and puts it in the play oven. ▸ Sits in a box, pretending it is a boat.	▸ Sits in a box with a peer, holding a "steering wheel," and communicates, "My turn to drive the bus." ▸ Pours "coffee" for friends while seated together at a table in the dramatic play area. ▸ Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats.	▸ Pumps arm while saying "Whoo-whoo," and then collects "tickets" from seated "passengers." ▸ Plays store, "scanning" items, placing them in bags, and collecting "money" from peers. ▸ Uses a hose to "pump gas" as other children wait in line with their tricycles.	▸ Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play. ▸ Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go. ▸ Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.	▸ Finds more scarves and instruments to give the children joining the "musical dance party" during pretend play. ▸ Communicates, "We can pretend we are in the jungle, instead of the beach, if we want to be lions," in response to another child's request to be a lion instead of a dolphin. ▸ Offers to stop being the bus driver when another child requests to be the bus driver.	▸ Communicates, "I don't want to go near the water because I'm scared of the water," while pretending to be a character in a story who is scared of the water. ▸ Enacts a complex story, using action figures, about rescuing townspeople from "bad guys" while overcoming obstacles. ▸ Communicates, "Let's pretend you have a long-lost sister who suddenly appears and she has lots of money!" and subsequently enacts the sister role.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Shows understanding of a wide variety of phrases or sentences	**Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities**	**Shows understanding of language that refers to abstract concepts, including imaginary events**	**Shows understanding of a series of complex statements that explain how or why things happen**	**Shows understanding that language can be used to express different intentions;** *and* **Demonstrates understanding of word play, jokes, and riddles**	**Demonstrates understanding of common figurative language such as idioms, metaphors, and similes**
Possible Examples					
▸ Offers to help after an adult communicates, "Would you like to help me carry these counters to the table?" ▸ Offers to help after an adult communicates, "Would you like to help me feed the turtle?" ▸ Collects different types of art supplies after an adult explains an art project and where to find the supplies. ▸ Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"	▸ Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" ▸ Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. ▸ Points to pictures of a parrot, an owl, and an eagle as an adult says the name of each bird.	▸ Communicates, "I'm going to be a princess someday and live in a castle," while playing with costumes. ▸ Pretends to be a character in a story after a read-aloud of the story. ▸ Contributes ideas during a classroom activity about what grown-ups do while at work.	▸ Explains how to plant seeds to a peer after an adult reads a book about planting seeds. ▸ Draws a picture about the changing seasons, after an adult talks about why the weather has changed. ▸ Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.	▸ Communicates, "It must have been an accident," when another child says, "I didn't mean to break the vase." ▸ Communicates, "No way," when adult says dramatically, "It's so cold I think my nose will fall off." ▸ Laughs when peer communicates, "Why did the cookie go to the doctor? Because it felt crummy."	▸ Looks outside at the rain storm when an adult says, "It's raining cats and dogs." ▸ Nods and places hand on friend's shoulder when the friend communicates, "I couldn't remember what to say, I got cold feet," after a school play. ▸ Responds about an art project with peers, "We worked all morning," after adult says, "You are as busy as bees!"

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

LLD 1 (of 10) | **Understanding of Language (Receptive)** | **LLD 1** (of 10)

LLD 2: Responsiveness to Language

Child communicates or acts in response to language and responds to increasingly complex language

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Responds to one-step requests or questions that involve a familiar activity or routine	**Carries out a one-step request that relates to a new or an unfamiliar activity or situation**	**Carries out multi-step requests that involve a familiar activity or situation**	**Carries out multi-step requests that involve a new or unfamiliar activity or situation**	**Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions**	**Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)**
— Possible Examples —					
▸ Picks up sand toys after an adult says, "Please pick up the sand toys." ▸ Brings a watering can to the garden after a peer asks, "Want to water?" ▸ Brings shoes after an adult requests, "Bring me your shoes. I'll help you put them on." ▸ Uses a communication board to make a choice when an adult says, "Tell me what you would like to do next." ▸ Communicates, "Yo," ["Me," in Spanish], after an adult asks, "Who is the helper for snack?"	▸ Puts used paper into recycling bin that was recently added to the room after adult communicates, "Please put used paper in the recycling bin." ▸ Follows simple direction to tag another child when learning a new game. ▸ Gets drum after adult communicates, "Let's get ready for the new music teacher."	▸ Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for storytime. ▸ Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands. ▸ Follows adult's request to "push your chair in, put your book in the cubby, and wash your hands."	▸ Chooses a book and then carries it to the library counter after an adult says, "Find a book and take it to the library counter." ▸ Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display. ▸ Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.	▸ Follows adult's direction to find trapezoid, rhombus, and hexagon shapes, to check each off the list when it is found, and to draw a picture of each shape. ▸ Follows adult's directions to line up in a pair with another child next, wait for a turn, and then pass the ball back and forth with the peer while practicing soccer during gym or outside recess. ▸ Follows instructions that explain how to construct a 100's day poster - by segmenting the poster into 10 sections, selecting 10 groups of items, and then gluing the items to the poster.	▸ Participates in linking arms and moving body with a peer while standing back-to-back, in response to adult suggestion to be a "shadow" during a movement activity. ▸ Repeats and writes down the rules of a new game a peer created. ▸ Begins to assemble an igloo according to an elaborate plan for building it previously discussed by a group of peers.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

LLD 2 (of 10)	**Responsiveness to Language**	**LLD 2** (of 10)

LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Uses short phrases or sentences of more than two words to communicate	**Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate**	**Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors**	**Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events**	**Uses much of the grammar of adult-like speech, sometimes with grammatical errors;** *and* **Adapts own speech to the level of the listener**	**Uses most of the grammar of adult-like speech;** *and* **Converses about a broad range of abstract ideas and concepts**
Possible Examples					
▸ Communicates, "It's my turn," when an adult brings the pet rabbit for a visit. ▸ Communicates, "I want Mommy." ▸ Communicates, "I like dogs," while looking at an animal book.	▸ Communicates, "The rabbit is scared," when sharing a story about a rabbit who went into the bushes. ("Scared" is an adjective.) ▸ Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) ▸ Communicates, "Our dog is *huge*," after hearing a peer use the word "*huge*." ("Huge" is a recently encountered vocabulary word.)	▸ Communicates to a peer, during play, "Yesterday, we made vegetable soup at my house." ("We" is a pronoun; "made" is past tense.) ▸ Communicates, "His birthday is tomorrow. He *will* be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) ▸ Communicates in sign language that the cat's feet are wet." ("Cat's" is possessive; "feet" is plural.) ▸ Communicates, "He *runned* really fast [He *ran* really fast]." ("Runned" is past tense with grammatical error.)	▸ Communicates via spoken words, signs, or a communication device, 'The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." ▸ Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." ▸ Communicates to a peer, "Let's hurry and clean up so we can go outside." ▸ Communicates, "My grandma is really old. She has white hair and lots of wrinkles."	▸ Communicates, "I used to like those cookies," pointing to a cookie and then repeats to a friend who can't see over the counter, "I used to like chocolate chip cookies, but now I like sugar cookies." ▸ Begins communicating loudly and then lowers to a whisper, "I am going to read this book over there," to an adult in the room. ▸ Asks another child, "Do you like the red dinosaur or the green dinosaur?" then communicates to adult, "She likes the stegosaurus."	▸ Communicates, "I don't always understand how to make the video player work, but if I think of it like my game player I figure out how to make it work." ▸ Communicates to peer while looking at a book about the moon and planets, "I used to think the moon was following me. Now I understand that it looks like its moving because the earth is actually moving." ▸ Communicates to adult away from peers, "I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?"

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

LLD 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages in brief back-and-forth communication, using short phrases and sentences	**Engages in brief conversations with a shared focus**	**Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas**	**Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas**	**Builds on both concrete and abstract ideas of others during extended conversations**	**Seeks additional information during extended conversations in order to understand and build on the ideas of others;** *and* **Displays appropriate turn taking and social conventions of conversation**
Possible Examples					
▸ Communicates, "I'm the baby," after a peer communicates, "I'm the mommy," while playing house. ▸ Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake." ▸ Asks a peer for some pattern blocks to put on the mat in the math center. When the peer replies, "Here" and hands over several blocks, responds, "That's too many," and takes only two pattern blocks from the peer	▸ Communicates, "That's my family," while sharing a family photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister." ▸ Responds to an adult's comments about animals that live in the zoo, "I went to the zoo." When an adult replies, "There are lots of animals in the zoo," child says, "I like the alligators best," and continues to converse about other animals at the zoo. ▸ Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too."	▸ Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. ▸ Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	▸ Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. ▸ Has a conversation with a peer before and while building a structure with blocks, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. ▸ Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.	▸ Asks a peer, "Would you like to come over to my house to play?" When peer asks, "Today?" child responds, "I'll ask my mom if it's okay to invite a friend over today." Conversation continues. ▸ Adds, "And then you lean forward to go again," during a conversation with a friend about how to ride a skateboard. ▸ Shares that they will need to bring really warm clothes when having a conversation with a peer about going on a camping trip to the North Pole.	▸ Asks an adult if it is a lie to tell your friend you don't feel well if you don't want to play with them. Listens to adult's ideas about making choices and being truthful about what you want. Responds to adult, "Maybe I will just say that I don't feel like playing." ▸ Asks a peer, "Why don't you like broccoli?" after a peer communicates liking all vegetables except broccoli. After listening to peer's response, adds, "I like broccoli with melted cheese on it. Would you like that?" Waits for peer to respond. ▸ Asks, "Do you think it would be okay if I eat three crackers?" after a peer communicates, "We have to make sure there are enough crackers for everyone." Then communicates, "I think there will be enough," after peer asks, "Are you sure there will be enough if everyone got three crackers?"

Note: Conversations can include communication using sign language or alternative communication systems.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⚪	Middle ⚪	Later ⚪	Earlier ⚪	Middle ⚪	Later ⚪
Looks at books page by page; *or* **Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult**	**Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games**	**Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story**	**Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests**	**Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts**	**Engages in independent and shared book reading;** *and* **Uses text to research topics of interest;** *and* **Participates in adult-led discussions exploring literature**
Possible Examples					
▸ Pretends to read a book from start to finish. ▸ Explores book with Braille and tactile content with hands. ▸ Sings some words of a familiar song, from beginning to end, with an adult.	▸ Asks questions or communicates about why something happened in a story. ▸ Starts a song or rhyme with others while playing outside. ▸ Uses finger puppets while reciting a familiar rhyme.	▸ Uses flannel-board pieces to retell parts of a story after story time. ▸ Retells a familiar story to a peer while pretending to read from a book. ▸ Uses a communication device to tell the sequence of events in a favorite story. ▸ Pretends to be a character from a story using props.	▸ Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). ▸ Asks for help finding a book about bugs after listening to a story about ladybugs. ▸ Participates, with others, in using the computer to create a story about a class trip. ▸ Makes up own version of rhyming song with peers' names.	▸ Constructs a storybook about places to visit that includes pictures from a travel magazine. ▸ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult. ▸ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.	▸ Communicates excitedly about the story of a baseball hero he read with an adult yesterday and asks for the book to be read during group reading. ▸ Resumes reading a chapter book from the library during free time. ▸ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion. ▸ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.

⚪ **Child is emerging to the next developmental level**
⚪ **Unable to rate this measure due to extended absence**

LLD 5 (of 10) | **Interest in Literacy** | **LLD 5 (of 10)**

LLD 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and information text by summarizing, comparing, or making inferences about people, objects, or events	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension
Possible Examples					
▸ Communicates, "Elephants have really big ears," after an adult reads about elephants. ▸ Asks, "Why did they go there?" during the reading of a story. ▸ Points to a lighted exit sign and asks, "What does that say?"	▸ Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. ▸ Pretends to direct traffic after listening to a book about what community helpers do. ▸ Uses a shawl to carry a doll after a read-aloud of the storybook *What Can You Do with a Rebozo?* ["Shawl" in Spanish]. ▸ Communicates that the caterpillar will have a stomachache after rereading **The Very Hungry Caterpillar.**	▸ Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" ▸ Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. ▸ Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book *Where the Wild Things Are.* ▸ Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story **Caps for Sale.**	▸ Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do. ▸ Holds up two books about bears and communicates, "These two books are about bears, but the bears in *Goldilocks* are nicer." ▸ Relates what happens in a familiar storybook to a peer as they begin to share the book together. ▸ Brings a book from home and communicates to the class about what happens in the story and why.	▸ Communicates, "At first, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry," after reading a book together with an adult. ▸ Retells a story using detail explaining why it is an important story about how we are polluting the earth. ▸ Communicates, "It is not okay that some people don't have food to eat and go to bed hungry," after hearing a story read by an adult about children living in poverty. ▸ Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway.	▸ Asks, "How can you go back in time?" after hearing a story about time travel. ▸ Asks a peer, "In the story, did the wizard cast a spell over the children or did they just change?" ▸ Communicates that today is Tuesday and the classroom plant needs to be watered, after looking at the plant watering chart and asking out loud, "Should we water the plant today?"

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates awareness of the way books are handled	**Demonstrates understanding that print and symbols carry meaning**	**Demonstrates understanding of how to follow print on a page of text**	**Demonstrates understanding that print is organized into units, such as letters, sounds, and words**	**Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information**	**Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation**
Possible Examples					
▶ Picks up a book, opens it up, and then turns it right side up. ▶ "Reads" to self, attempting to turn pages from front to back. ▶ Turns pages of an adapted book using ice pop stick handles.	▶ Points at a stop sign and then communicates, "That means stop," while looking at pictures on a felt board. ▶ Points to the print while pretending to read a page with both print and pictures. ▶ Requests that an adult writes words next to a picture the child has drawn.	▶ Moves fingers along print, from one end of the page to another. ▶ Points to the first word on a page and then communicates, "Start here." ▶ Points to the words on the front cover of the book or title page and communicates that it is the name of the book. ▶ Follows along Braille text with both hands.	▶ Communicates, "There are two words on this sign," while looking at a sign with the words "Writing Center." ▶ Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as "corn," "milk," and "bread." ▶ Communicates that the first letter or sound of a peer's name is the same as the first letter or sound of child's own name.	▶ Communicates, "I got three birthday cards in the mail and one had a letter from my grandpa." ▶ Communicates, "For the scavenger hunt at my party, let's leave clues on note cards or sticky notes so my friends know where to go for the next clue." ▶ Looks at the instructions of a board game, hands them to an adult, and asks who is supposed to.	▶ Uses index finger to track the sentences in a story while an adult reads the story, pausing finger at the punctuation at the end of sentences. ▶ Communicates, "This is the beginning of the sentence because the first word has a capital letter." ▶ Communicates, "There are three sentences on this page."

Note: Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

LLD 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages actively in play with sounds in words or rhymes, *or* **Sings simple songs,** *or* **Repeats simple nursery rhymes**	**Demonstrates awareness of larger units of language (e.g., words, syllables)**	**Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects;** *and* **Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects**	**Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects;** *and* **Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects**	**Matches initial and final sounds of words;** *and* **Segments and blends initial and final phonemes of words**	**Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words**
Possible Examples ▶ Rhymes children's names with other words during a group sing-along. ▶ Sings "Twinkle, Twinkle, Little Star" with a group. ▶ Communicates the rhyming word "fall" after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . .?" ▶ Uses signs to participate in a song such as "The Wheels on the Bus."	▶ Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. ▶ Claps the syllables in familiar words, such as children's names or days of the week with adult and peers. ▶ Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat" with adult and peers.	▶ Answers, "Goldfish," after an adult asks, "If you put together the words '*gold*' and '*fish*,' what word does that make?" ▶ Communicates, "*Rain*," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word '*coat*'?" while moving a picture of a coat away from a picture of rain. ▶ Communicates, "Zebra," after an adult separates the word into syllables, and says, "*Ze–*" and "*–bra*," while looking at a wordless picture book about the zoo. ▶ Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables '*mark-*' and '*-er*,' together?"	▶ Communicates, "Cup," at the snack table, after an adult says, "I have a *c– up*. What do I have?" ▶ Communicates, "Ice," after an adult asks what word is left when the *m–* is removed from the word "'mice,'" while playing a word game. ▶ Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.	▶ Chooses the picture of a mouse after an adult shows her a picture of milk and asks her to find another picture that begins with the same initial sound as milk. ▶ Selects a picture of a bat when asked to find the word that ends the same as 'pet'. ▶ Points to and says the name of three objects found in the classroom as the teacher sounds out the individual phonemes of each object, (e.g., /c/-/u/-/p/ for cup; e.g., /j/-/u/-/g/ for jug). ▶ Communicates, "Ink, pink ink," when adult playing sound game asks, "What little word do you have if I take off the initial sound of '/P/' from the word pink?"	▶ Sounds out the word cat, "/c/ /a/ /t/," when adult playing sound game asks, "What are the sounds in "cat"?" ▶ Sings the name "Mary" then sings the name "Gary" by substituting "/G/" for "/M/" to make Gary, when playing the name game. ▶ Communicates to a peer, "No, my name is pronounced 'Kim,' not 'Kam.'"

Note: Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence is very similar to that of a hearing child.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

LLD 8 (of 10)   **Phonological Awareness**   **LLD 8 (of 10)**

LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates awareness of a few letters in the environment	**Identifies some letters by name**	**Identifies ten or more letters (not necessarily at the same time);** *and* **Shows understanding that letters make up words**	**Identifies most uppercase letters;** *and* **Identifies most lowercase letters;** *and* **Shows understanding that letters correspond to sounds in words**	**Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels;** *and* **Identifies frequently-used words (e.g., the, of, is, to, you, she, my)**	**Assembles or splits apart words to make new words;** *and* **Identifies both short vowel sounds and long vowel sounds for most vowels**
Possible Examples					
▸ Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. ▸ Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. ▸ Communicates, "I found the same letter," when playing a letter matching game in print or Braille.	▸ Names some letters while looking at an alphabet book. ▸ Points and names some letters in an alphabet puzzle. ▸ Communicates some letter names in Braille. ▸ Identifies some letters in Braille.	▸ Names at least ten letters while placing them on a magnet board. ▸ Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately). ▸ Says, "Fish," after reading the word in Braille.	▸ Communicates, "I have two As in my name, one big A and one little a," when reading own name, Anna, on cubby. ▸ Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. ▸ Communicates, "Those both start with B," after hearing the words "ball" and "bat" in a story. ▸ Looks at the word "mat" in large print and says "m" (letter sound).	▸ Says every letter while reading an alphabet book, sometimes also sounding out the letters, such as "h,/ha/." ▸ Says the sound of each letter, "/c/-/a/-/t/, cat," after identifying the word "cat" by sight or touch. ▸ Identifies common words "the" and "like" when looking at a song chart.	▸ Communicates, "There are two ways you can say this letter," while pointing to the lowercase letter "a." ▸ Looks at the word "bait," and accurately says "the second vowel means it's not "bat," it's "bait." ▸ Communicates, "If you take out the "o" in "come" and put in an "a" it becomes "came.'"

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

LLD 10: Emergent Writing

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Makes scribble marks or simple drawings that represent people, things, or events	**Makes marks to represent own name or words**	**Uses letters or clearly recognizable approximations of letters to write own name**	**Writes several words or a few simple phrases, or clearly recognizable approximations**	**Writes and composes simple sentences to communicate ideas to others**	**Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events**

Possible Examples

▶ Draws circles and lines and comments "Baby" and "Mommy." ▶ Makes marks on paper and then explains that it is a birthday cake. ▶ Draws a series of lines to represent a house and a tree. ▶ Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.	▶ Makes marks that are linear and spaced like letters or words while writing a pretend grocery list. ▶ Makes marks to write down a restaurant order in the dramatic play area. ▶ Uses an adaptive device to hold a marker to make marks on paper to represent the word "mom."	▶ Signs a self-made card to grandma, using a few letters from own name. ▶ Uses a few letter stamps to represent own name. ▶ Writes own name on drawings made in class.	▶ Writes, "bog" ["*dog*"], copying the word from a book, to label a drawing of a dog. ▶ Writes "STOP" on a stop sign in a drawing. ▶ Writes "I love you" on a drawing made for a family member.	▶ Writes a simple sentence, *e.g.*, "I wnt a dog," when asked to write a letter to his parents. ▶ Writes "I love you, Daddy and Mommy," correctly on a drawing. ▶ Writes a simple thank you note, *e.g.*, "Thk you for cmng to vst," after the dentist visits the classroom.	▶ Writes a short autobiographical story about the day he learned to ride a bicycle. ▶ Writes directions for how to get to his house from school. ▶ Writes a multi-sentence description of how to decorate a cake.

Note: Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g. Chinese).

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

LLD 10 (of 10)   **Emergent Writing**   **LLD 10 (of 10)**

ELD 1: Comprehension of English (Receptive English)
Child is progressing toward fluency in understanding English

Mark the latest developmental level the child has mastered:

Discovering English ◯	Exploring English ◯	Developing English ◯	Building English ◯	Integrating English ◯
Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)	**Attends to interactions in English and sometimes participates in activities conducted in English;** *and* **Shows understanding of a few common English words in familiar contexts or routines**	**Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both**	**Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both**	**Shows understanding of most information and concepts communicated in English for both instructional and social purposes**
Possible Examples				
▸ Adds a block to the top of a tower in response to a question in the child's home language, "Can you make it taller?" ▸ Passes a book to another child when requested in the child's home language, having not responded to the same request in English. ▸ Seeks out and plays with peers who speak the child's home language, while in the dramatic play area.	▸ Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. ▸ Begins to put blocks on a shelf when a peer says in English, "Clean-up time."	▸ Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time. ▸ Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer. ▸ Approaches the door to go inside when an adult says in English, "It is time to go in for a snack," and adds, "¡Hora de comer!" ["Time to eat!" in Spanish].	▸ Adds more blocks to a road when a peer communicates in English, "We need a longer road." ▸ Pretends to talk on the phone when a peer says in English, "Baby's sick. Call the doctor." ▸ Puts drawing on the counter after an adult points to the counter and requests in English, "Please put your drawing on the counter. It's wet and it needs to dry."	▸ Sorts orange and green counting bears after an adult says in English, "Let's separate them by color." ▸ Brings a bigger block to a peer in response to a question in English by the peer, "Could you bring me the bigger block?" ▸ Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

ELD 1 (of 4)   **Comprehension of English (Receptive English)**   **ELD 1** (of 4)

ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

Conditional Measure

◯ **This measure is not rated: English is the only language spoken in this child's home**

🌐

Mark the latest developmental level the child has mastered:

Discovering English ◯	Exploring English ◯	Developing English ◯	Building English ◯	Integrating English ◯
Communicates in home language or nonverbally, or both	**Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English**	**Communicates in English, using single words and common phrases (may mix English with home language)**	**Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)**	**Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)**

Possible Examples				
▸ Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container.	▸ Communicates in English, "Bye," to a peer when leaving at the end of the day.	▸ Communicates in English, "Marker," to ask for a marker from a peer while playing restaurant in the dramatic play area.	▸ Communicates to a peer while playing with play dough, "I make galletitas ["cookies" in Spanish] and pan ["bread" in Spanish]. You like it?" ["I made cookies and *bread*. Do you like it?"]	▸ Communicates in English, "This is happy new year. This is mommy and me. We saw the dragon," in response to an adult asking, "Tell me about your picture."
▸ Nods "Yes" and responds in home language in response to a routine question such as "Do you want more milk?" while an adult holds up a pitcher of milk.	▸ Greets peers in home language and joins in singing the words "good morning" in English during the daily morning song.	▸ Communicates in English, "I do a house," when drawing. ["I *made* a house."]	▸ Communicates to a peer in English, "Come! I show you!" ["Come! I *will* show you!"] and brings the peer to child's cubby, where child takes a stuffed animal out of bag.	▸ Communicates to a peer, "I ate huevitos ["little eggs" in Spanish]. The huevitos were really yummy! My papi ["daddy" in Spanish] and me, we get them at la tiendita ["the little store" in Spanish]."
▸ Communicates, "¿Puedo pintar contigo?" ["Can I paint with you?" in Spanish] while approaching a peer who is painting.	▸ Chimes in with "The end!" in English when an adult finishes reading a story to a small group of children.	▸ Communicates to a peer in English, "My turn," and gestures at the slide during outdoor play.	▸ Communicates in English, "The lamb lick my hand!" ["The lamb *licked* my hand!"] when describing a family trip to a petting farm that occurred last weekend.	▸ Communicates in English, "I'm going to cook them now," while throwing play dough noodles into a toy pot, and later puts "cooked noodles" on a plate and communicates, "Here's a plate for you," while handing it to a peer.
▸ Communicates, "这是它们的家", ["This is their home." in Mandarin], while putting some toy animals under a blanket in the dramatic play area.		▸ Communicates, "The dog 变成一个lady 了," ["The dog turned into a lady" in English and Mandarin] while helping to put a dress on a stuffed dog in the dramatic play area.	▸ Communicates to a peer "My dad ride a horse," ["My dad *rides* a horse"] while attempting to draw a horse.	

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

ELD 2 (of 4)	Self-Expression in English (Expressive English)	ELD 2 (of 4)

ELD 3: Understanding and Response to English Literacy Activities

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English

Conditional Measure

◯ This measure is not rated: English is the only language spoken in this child's home

Mark the latest developmental level the child has mastered:

Discovering English ◯	Exploring English ◯	Developing English ◯	Building English ◯	Integrating English ◯
Participates in literacy activities in home language; *and* Attends to simple literacy activities in English with some support	Uses home language, gestures, or single words in English to show understanding of literacy activities in English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)
Possible Examples				
▸ Joins in with peers who are singing a song or chant in home language. ▸ Looks at pages of a picture book with a peer while an adult reads the book aloud in English. ▸ Watches a retelling of *The Three Bears* in English on the flannel board, after the story has been read in home language.	▸ Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers. ▸ Gestures at a picture of a baby bear and says, "Baby," while an adult is reading *The Three Bears* in English to a small group of children. ▸ Comments in home language about a picture in a book, after hearing other children making comments.	▸ Repeats the first line of "Five Little Monkeys Jumping on the Bed," with accompanying hand motions. ▸ Draws a picture and communicates, "This is spider. This is fly." after listening to the book *The Very Busy Spider.* ▸ Communicates to a peer, "Look! Look! ¡Una oruga ["a caterpillar" in Spanish]! Like the book!" while playing outside, after *The Very Hungry Caterpillar* was read aloud in English.	▸ Brings the book *Rosie's Walk* to a peer and communicates, "Chicken take a walk. Fox want eat her. Oh, no!" ▸ Communicates, "Baby bear mad! The girl, she eat it all. ¡Todo! ["All of it!" in Spanish]" during a teacher-guided discussion in English about *The Three Bears*, which has been read aloud and retold on several occasions with props. ▸ Communicates most of the words of "Five Little Monkeys Jumping on the Bed" and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.	▸ Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean. ▸ Communicates, "My mommy kiss me before I come to school. She say, 'I love you, hijito.' Then she goes to work," while reading The Kissing Hand with an adult. ["Hijito" is a term of endearment that is often used with young children in some South American countries.] ▸ Communicates, "She sat in Papa Bear's chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear's chair. It was teeny and she broke it! She was really scared," while playing with flannel-board characters in *The Three Little Bears*.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

ELD 3 (of 4) **Understanding and Response to English Literacy Activities** **ELD 3** (of 4)

ELD 4: Symbol, Letter, and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Mark the latest developmental level the child has mastered:

Discovering English ⬭	Exploring English ⬭	Developing English ⬭	Building English ⬭	Integrating English ⬭
Demonstrates awareness that symbols carry meaning or that print in home language carries meaning	**Demonstrates awareness that print in English carries meaning**	**Demonstrates understanding that English print consists of distinct letters with names in English**	**Identifies several English letters;** *and* **Recognizes own name in English print**	**Identifies at least ten English letters;** *and* **Identifies a few printed words frequently used in English**
———— **Possible Examples** ————				
▸ Shows an adult a book and requests, "Can you read me this book?" in Vietnamese. ▸ Gestures toward a Chinese character representing own name and says name. ▸ Asks an adult to read a note written in home language by a parent. ▸ Brings tricycle to a stop when a peer holds up a stop sign.	▸ Points to a caption written in English under a picture and asks an adult, in home language, what it says. ▸ Points to the printed word "flower" under a picture of a flower and says, in home language, "That says 'flower.'" ▸ Gestures to the title of a book about trucks and communicates to an adult, in home language, "This book is about trucks."	▸ Asks, in home language or in English mixed with home language, "What letter is this?" while pointing to the first letter of own name on cubby label. ▸ Communicates in English, "M," while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M). ▸ Gestures toward the letter O on a peer's name tag after drawing an O in a sand tray.	▸ Gestures at name printed in English and communicates, in English or home language, "That's my name." ▸ Names four English letters correctly while playing with magnetic letters with a peer. ▸ Communicates, "I have a T, and you have a T. I have an A, but not you," ["I have an A, but *you don't*."] while gesturing at own name and a peer's name.	▸ Names all the letters in own name correctly one by one, and then gestures at a friend's name and names several letters, while standing at the name chart. ▸ Recognizes words posted in the writing center, such as "Mom," "Dad," and "love," after a small group activity about writing letters to family members. ▸ Identifies labels such as "blocks," "door," "books," or "art" while showing own grandma around the room. ▸ Communicates to a peer, "Mira, este dice ["Look, this says" in Spanish] 's– t–o–p' [using English letter names]," while pointing to a stop sign to a Spanish-speaking peer.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

COG: MATH 1: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Sorts objects into two groups based on one attribute, but not always accurately	**Sorts objects accurately into two or more groups based on one attribute**	**Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups**	**Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute**	**Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups**	**Sorts objects to gather and organize information, compares the groups of objects, and interprets the information**
Possible Examples					
▸ Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. ▸ Sorts rocks into two piles, big and small, after a neighborhood walk. ▸ Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.	▸ Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). ▸ Puts crayons, pencils, and markers into different containers. ▸ Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	▸ Sorts buttons by color, and then sorts all of them again by shape or size. ▸ Sorts shoes based on color, and then re-sorts all of them by type (e.g., slippers, boots, tennis shoes). ▸ Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then re-sorts all of them by what is worn on a hot day and what is worn on a cold day.	▸ Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. ▸ Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. ▸ Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).	▸ Puts pictures of a scarf, hat, and warm jacket together and pictures of a bathing suit, sandals, and bucket together. Communicates, "These three you use in the winter and these three you use in the summer." ▸ Sorts cards with pictures of tools into garden tools, building tools, and kitchen tools, and communicates the type of tools in each group. ▸ Puts a ruler, a magnifying glass, and a balance scale into a storage bin, and scissors, a hole puncher, and construction paper in a basket, and then communicates, "The tools in the storage bin are for the science table and the tools in the basket are for art."	▸ Places a variety of apples into three bowls based on color, counts the number of apples in each bowl and communicates, "The most apples we have are green, then red, then yellow." ▸ Sorts cards used to track the weather during the month and counts the number of cards in each category to report how many sunny, cloudy, and rainy days there were that month. ▸ Organizes the forks and spoons, and communicates, "We have more spoons than forks and more small spoons than large spoons."

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

COG: MATH 1 (of 6)	Classification	COG: MATH 1 (of 6)

COG: MATH 2: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Identifies small quantities without counting, up to three	**Counts up to five objects using one-to-one correspondence;** *and* **Recites numbers in order, one through ten**	**Shows understanding that the last number counted is the total number of objects in the group**	**Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence;** *and* **Recites numbers correctly, up to 20**	**Recites numbers in order up to 100 by ones and by tens, starting at any given number;** *and* **Counts at least 20 objects correctly using one-to-one correspondence;** *and* **Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19);** *and* **Reads and writes numerals 0 to 20**	**Counts beyond 100, starting at any given number;** *and* **Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones;** *and* **Reads and writes two digit numerals up to 100**
Possible Examples					
‣ Communicates a desire for two apple slices after noticing that a peer has two apple slices. ‣ Communicates, "Three dogs," while looking at a picture of three dogs. ‣ Communicates, "Now I have one bear and you have one," while giving a peer a counting bear.	‣ Counts out loud, "One, two, three, four, five," saying the next number as the next cup is placed on the table. ‣ Chants numbers from one to 10 in order while waiting for a drink at the water fountain. ‣ Counts, "One, two, three," out loud while pointing to each of three squares on a light box.	‣ Counts ducks in a story book, "One, two, three, four, five," and then communicates that there are five. ‣ Communicates that there are six cubes after counting a collection of six cubes. ‣ Counts four pencils and says, "Four," when asked how many pencils there are.	‣ Counts six chairs, then counts seven children, and communicates, "We need one more chair." ‣ Counts accurately to 20 while marching. ‣ Counts on fingers to determine how many pencils to get so that each child at a table of six has one.	‣ Counts days on a number chart continuously up to 100 marking the 100th day of school on the class calendar. ‣ Arranges 25 small rocks in a line, and counts them in order, one at a time. ‣ Separates 14 flowers into two groups, 10 and 4, and communicates, "All together there are 14." ‣ Writes down the number "12" to indicate how many peers like red apples.	‣ Counts 34 straws by first counting three bundles of ten straws, "ten, twenty, thirty," and then counts four loose straws "31, 32,33,34," and writes down that there are "34" straws. ‣ Draws six circles and marks ten lines in each circle and communicates, "There are sixty all together." ‣ Communicates, "93 is bigger than 85," and places a ">" symbol between the numbers. ‣ Counts by tens up to 100 and then continues by ones "101, 102, 103, 104, 105, 106, 107, 108, 109, 110."

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

COG: MATH 2 (of 6) | **Number Sense of Quantity** | **COG: MATH 2 (of 6)**

COG: MATH 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; *and* Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., 7=5+2; 7=6+1)	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction
Possible Examples					
▸ Communicates, "Now we have more," when an adult combines markers from the shelf with some on the table. ▸ Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket. ▸ Notices when another child's bowl has more beads than own bowl, and asks an adult to add beads to own bowl.	▸ Communicates, "Now we have three," when adding a third snail to the two collected from the yard. ▸ Communicates, "Only two left," when an adult removes a torn bean bag from a group of three bean bags. ▸ Gives one of two cars to another child, and then communicates, "I have one and you have one."	▸ Adds one counting bear to a group of four, and counts, "I have one . . . two . . . three . . . four . . . five." ▸ Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. ▸ Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars. ▸ Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.	▸ Communicates, "I had four hair clips, but I gave one to my sister. Now I have three." ▸ Brings six papers to the table after adult communicates, "We usually have four children, but today we have two visitors, so how many papers do we need altogether?" ▸ Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?"	▸ Holds up five fingers on one hand and three fingers on the other hand and counts to self, "1, 2, 3, 4, 5, 6, 7, 8," when presented with a word problem about how many balloons you would have if you were given five balloons and then three more balloons. ▸ Solves the problem: "7 + 2," presented on a worksheet by drawing seven circles, then drawing two more circles, and counting the total number of circles. ▸ Removes three cars and counts the number of cars left. "1, 2, 3, 4, 5, 6, 7," and replies "7" when adult asks, "You have 10 cars, if I took 3 away, how many would you have left?" ▸ Creates a group of three manipulatives and a group of five manipulatives and communicates, "I have eight. I can also do four and four and still have eight."	▸ Writes the equation "11 + 3," then counts aloud, "11, 12, 13, 14," and replies "14," when presented with a word problem about a child who has 11 balloons and gets three more balloons. (count–on strategy) ▸ Communicates, "12 minus 2 is 10, and then 10 minus 1 is 9," when explaining her solution to the problem: "12 minus 3." (make a 10 strategy) ▸ Communicates, "8 plus 2 is 10, so it is two," when presented with the subtraction problem: "10 minus 8." (subtraction is inverse to addition strategy) ▸ Communicates, "7 plus 3 is 10 and then 2 more is . . .10, 11, 12. There are 12," when solving the equation: "7 plus 2 plus 3." (make a 10 and count–on strategies)

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

| **COG: MATH 3 (of 6)** | **Number Sense of Math Operations** | **COG: MATH 3 (of 6)** |

COG: MATH 4: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties	**Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words**	**Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)**	**Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)**	**Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units**	**Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units**
Possible Examples					
▸ Gestures to indicate how big the family dog is, when asked. ▸ Communicates, "This pumpkin is so heavy." ▸ Communicates, "My braid goes down my back. It's long."	▸ Communicates, "This one is longer," when placing interlocking cubes side by side to check which is longer. ▸ Chooses the bigger of two buckets when asked to bring the one that will hold more water. ▸ Communicates, "Mine is taller," when building a block tower next to a peer's block tower.	▸ Arranges several leaves by size while working on a fall leaf project. ▸ Lines up several objects from smallest to largest in the science area. ▸ Arranges five shapes on an electronic tablet from small to large by touching and dragging. ▸ Puts four different objects on a balance scale, then lines them up from lightest to heaviest.	▸ Fills a measuring cup twice to add two cups of oatmeal during a cooking activity. ▸ Uses a balance scale to find out which of two fruits is heavier. ▸ Uses footsteps to measure the length of a rug and communicates, "This rug is 10 steps long!"	▸ Lays cubes of different sizes in a line along a table to measure how long the table is. ▸ Places same-size blocks along the edge of the rug, with some gaps between blocks, when using the blocks to measure the length of the rug. ▸ Determines how many sticks are needed to measure the bridge by placing sticks from one end of the bridge to the other end, with some overlap between sticks, then counting the number of sticks. ▸ Covers the area of a tray with rows of square tiles, with some gaps between tiles, and counts the number of tiles.	▸ Measures how far his friend jumped by placing same-sized rulers end-to-end, counting them, and communicating, "You jumped two rulers." ▸ Communicates, "You need more of the one-inch cubes because they are smaller," after measuring the length of a table twice – first, with one-inch cubes, and then with nine-inch cubes – end-to-end with no gaps between cubes. ▸ Covers a rectangular space with rows of equal-sized tiles, placed with no gaps or overlaps, and counts the number of tiles. ▸ Fills up two boxes with same-sized cubes placed next to each other and stacked to the top of each box, and communicates, "The small box has 12 cubes and the large box has 18 cubes."

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

COG: MATH 4 (of 6)	Measurement	COG: MATH 4 (of 6)

COG: MATH 5: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Matches simple sequences that are seen, heard, or experienced	**Attempts to create simple repeating patterns (with two elements)**	**Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern**	**Creates, copies, or extends complex patterns (with three or more elements)**	**Identifies smallest repeating unit of the pattern;** *and* **Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)**	**Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions**
— **Possible Examples** — ▸ Lines up toy farm animals in the same order as a peer does. ▸ Repeats series of actions of touching head, shoulders, knees, and toes during the song "Head, Shoulders, Knees, and Toes." ▸ Repeats the refrain, "Brown bear, brown bear, what do you see?" as an adult reads from the book *Brown Bear, Brown Bear, What Do You See?*.	▸ Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star. ▸ Claps, stomps, and then repeats. ▸ Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).	▸ Continues a simple repeating pattern of drumbeats started by an adult. ▸ Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block. ▸ Extends a simple repeating pattern of colors on a computer, using a touch screen.	▸ Add cubes to continue red-yellow-blue pattern. ▸ Makes up a rhythmic sequence by clapping, patting, and stomping. ▸ Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.	▸ Observes the square-circle-circle pattern on the rug and communicates, "Square, circle, circle repeats over and over." ▸ Creates a movement pattern of jump-clap-clap to match the musical sounds of drum-cymbal-cymbal. ▸ Strings beads in a red- red-blue-blue pattern and communicates, "It's the same like that one with green-green-purple-purple, but with different colors."	▸ Communicates, "This is the smallest square and then it is getting bigger and bigger," when describing the progression in a square growing pattern. ▸ Communicates, "Here there is one circle, then there are two more circles and here there are three more circles, so the next one will have four more circles." ▸ Points to a growing pattern they built in a group activity and communicates, "This house has one square and one triangle, this one has two squares and two triangles, and this house has three squares and three triangles."

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

| **COG: MATH 5 (of 6)** | **Patterning** | **COG: MATH 5 (of 6)** |

COG: MATH 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	**Identifies or names several shapes in the environment (e.g., circles, squares, triangles)**	**Recognizes shapes when they are presented in different orientations or as parts of other objects**	**Describes several shapes and the differences between them**	**Names, describes and compares a variety of two- dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three- dimensional shapes (e.g., cylinder, cubes)**	**Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles);** *and* **Creates representations of shapes based on knowledge of defining attributes**
Possible Examples					
▸ Places different-shaped blocks on shelves labeled with matching shapes. ▸ Uses ink stamps to make a row of circles and a row of squares. ▸ Chooses blocks of the same shape to build a tower with a peer.	▸ Communicates, "Next, I'll do the triangle," after placing a square in a puzzle. ▸ Points to a clock in the room when asked to find a circle during an "I Spy a Shape" game. ▸ Communicates, "My sandwich is a square," while holding up a sandwich at lunch. ▸ Names "square," "circle," and "triangle" after exploring each shape piece with hands.	▸ Finds embedded shapes in a picture book such as *Bear in a Square.* ▸ Communicates that the face in a figure drawing is a circle. ▸ Communicates, "It's an upside-down triangle," after noticing a yield sign.	▸ Communicates, "This one has a pointy part. This one is curvy," when examining a triangle and a circle. ▸ Communicates that a triangle has three sides and a square has four sides. ▸ Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.	▸ Communicates, "This triangle has three sides and this hexagon has one, two, three, four, five sides," after a group activity comparing different shapes. ▸ Points to the door and then to a rectangle block laying on its side and communicates, "The door is a big rectangle and the block is a small rectangle," while playing a shape-finding game. ▸ Communicates to the adult, "I put two cylinders on the bottom and a rectangle on top to make the bridge." ▸ Points to the pyramid and communicates that the pyramid has a triangle on each side, in response to adult asking, "What shape do you see in a pyramid?"	▸ Communicates, "This is still a triangle because it has three sides and three corners," while pointing to a very narrow triangle that has two long sides and one short side. ▸ Sorts ovals from circles and communicates, "These are round, but they are not circles because here it is long and here it is short." ▸ Constructs an accurate rectangle out of straws and communicates, "I needed two long straws and two short straws to make a rectangle." ▸ Communicates, "They both have four sides, but they are not the same shape," and then lays the parallelogram shape on top of the rectangle to show the difference.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

COG: MATH 6 (of 6) | **Shapes** | **COG: MATH 6 (of 6)**

COG: SCI 1: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Acts on objects to cause a specific result	**Acts in ways that take into account an anticipated result**	**Offers possible explanations for why certain actions or behaviors result in specific effects**	**Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results**	**Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect**	**Conducts investigations to gather evidence to support ideas about causes of observable events**

Possible Examples

▶ Pours water into a water wheel to make it spin. ▶ Puts a toy car in a tube and watches it roll out the other end when the tube is tilted. ▶ Pulls or directs an adult to pull a tab in an interactive book.	▶ Gets rocks to hold paper down during an outdoor art activity on a windy day. ▶ Puts hands over ears before someone pops a balloon or makes another type of loud noise. ▶ Covers or shields eyes when an adult is going to turn on a light. ▶ Yells out when observing a toy about to fall from a shelf.	▶ Communicates, "The ice melted and made water because it's hot in the sun." ▶ Points to wilted leaves on a plant and communicates that the plant needs water. ▶ Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it.	▶ Communicates, "If I kick the ball harder, it will go really far!" during outdoor play. ▶ Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over. ▶ Communicates to a peer about how to feed the fish: "We have to give it a little bit of food every day. If we give it too much, it will get sick."	▶ Communicates, "We need to wash our hands with soap to get rid of the germs so we don't get sick." ▶ Communicates, during lunch, "I eat my whole sandwich because food makes me full of energy, and then I can run really fast." ▶ Reconnects tubes to make the ball come out in the other direction and explains, "When the ball comes out this way it hits the wheel and makes it turn." ▶ Communicates when seeing ducks flying overhead, "The ducks are leaving because it is getting cold and the water they swim in will become ice and they won't have anywhere to swim."	▶ Uses a ruler to measure how far a marble travels on the ground each time it rolls down a ramp of a different height. ▶ Keeps track of the effect of light on plants by taking daily pictures of one plant placed near a window and a similar plant placed in a shaded area away from the window. ▶ Pushes a ball with varying strength (big, medium, and small force) to knock down pins. Predicts, "A bigger push will make the ball speed up, and then more pins will fall down."

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

COG: SCI 1 (of 4) | **Cause and Effect** | **COG: SCI 1** (of 4)

COG: SCI 2: Inquiry Through Observation and Investigation

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Engages in sustained explorations	**Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions**	**Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)**	**Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest**	**Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions of interest on scientific topics**	**Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics**
Possible Examples ▸ Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too. ▸ Notices a drooping plant and comments, "How can we make it better?" and tries different ways to support it, such as holding it or leaning it against something. ▸ Observes a squirrel outside for awhile, and then asks, "Where did it go?" after the squirrel went up a tree.	▸ Indicates that a "roly-poly" bug will roll up into a ball if touched, and then checks by touching it. ▸ Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult. ▸ Predicts that paint will turn purple while watching an adult mix together blue and red paint.	▸ Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier. ▸ Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first. ▸ Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.	▸ Asks an adult, "How do you know if a fruit is really a fruit?" After adult responds that fruit have seeds, plans with adult to open up several different types of fruits to see if they all have seeds. ▸ Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, "I think this bean plant grew taller because it got more sun next to the window." ▸ Participates in setting up a chart to observe how long it will take for a caterpillar to create a cocoon and turn into a butterfly.	▸ Measures the height of bean plants, and then finds a book to see how tall the bean plants will grow. ▸ Participates in observing and recording the growth and change of silk worms in the classroom, and compares observations to printed or digital images of stages in the life cycle of silk worms. ▸ Observes and records on a calendar the number of days it snowed within the last two weeks and uses the internet to see what other parts of the country had snow at the same time.	▸ Places different materials (i.e., wax paper, cardboard, clear plastic) in front of a beam of light and records the level of transparency (e.g., block all of the light, blocks some of the light, or allows the light to pass through). ▸ Records how the sun appears to move by observing sunny areas of the yard in the morning, noon, and afternoon and then predicts how the sun will move across the sky the next day. ▸ Determines how much the temperature changes throughout the day by observing and recording the temperature on the thermometer at the beginning, middle, and end of the day.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

COG: SCI 3: Documentation and Communication of Inquiry

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	**Middle** ⬭	**Later** ⬭	**Earlier** ⬭	**Middle** ⬭	**Later** ⬭
Communicates similarities or differences in the characteristics of objects	**Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations**	**Includes details when recording observations or investigations**	**Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings;** *and* **Communicates about findings, related ideas, or simple explanations**	**Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others**	**Constructs thoughtful explanations based on recorded evidence and communicates explanations to others**
─ Possible Examples ─					
▸ Communicates, "This one has a leaf, but that one doesn't," after an adult asks, "How are our plants doing?" ▸ Gathers several rocks while outside and communicates which are heavy and which are light. ▸ Communicates, "The grapefruit is big. The lemon is small." ▸ Uses sign language to describe what a worm feels like and what a caterpillar feels like.	▸ Looks at an ant through a magnifying glass, and then draws a simple picture of what it looked like. ▸ Holds and looks at a caterpillar closely, and asks an adult to write down, "It's wiggling. It tickles." ▸ Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.	▸ Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings. ▸ Glues pumpkin, watermelon, and apple seeds on a page and communicates which is biggest and which is smallest. ▸ Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.	▸ Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers. ▸ Collaborates in collecting data, using tally marks to show objects that stick to a magnet and objects that do not, and shares results in a discussion facilitated by an adult. ▸ Sorts flannel-board animals into two columns—animals that live in the water and animals that live on land—and communicates, "Some animals that live in the water have fins."	▸ Uses tally marks to record other children's favorite colors. Counts the tallies and states, "Six like green and five like pink. Green is the most favorite color." ▸ Observes a chart that groups animal habitat into two columns, labeled "land" and "water," and communicates, "Some animals are in both columns because they can live on land and in water." ▸ Shows a graph of an experiment with a ramp and communicates, "When we made the ramp higher the car went really fast, but when it was lower the car didn't go very fast."	▸ Observes a graph about the speed of cars going down ramps of different heights and communicates, "We need to make the ramp really high to make the car go fast because the higher ramp gives the car more power." ▸ Records the level of transparency of different materials placed in front of a beam of light and then communicates, "You can't see the light beam when the cardboard is in front of it because cardboard doesn't have any holes." ▸ Reviews a chart that shows the measurements of a plant placed near the window and a plant placed in the closet and explains, "The one in the closet did not grow because it did not have sunlight."

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

COG: SCI 3 (of 4)   **Documentation and Communication of Inquiry**   **COG: SCI 3** (of 4)

COG: SCI 4: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	**Middle** ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)	**Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)**	**Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)**	**Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)**	**Demonstrates knowledge of what living things (plants, animals, and humans) need to survive;** *and* **Demonstrates knowledge of the relationship between what living things need to survive and where they live**	**Demonstrates knowledge of patterns that can be predicted in living things (e.g., life cycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)**
Possible Examples ▸ Touches wet ground and communicates, "Muddy." ▸ Communicates that a worm is long and wiggly. ▸ Identifies different animal sounds when visiting a zoo or farm.	▸ Communicates, "My puppy likes to eat a lot because he's growing and getting bigger." ▸ Observes that the water is below the roots in a sweet-potato jar and adds more water. ▸ Wants to know who will feed the fish over the weekend.	▸ Communicates, "The clouds are moving so fast. They cover the sun and then I can't see it." ▸ Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges. ▸ Communicates, "You find worms in the dirt and bees on the flowers."	▸ Communicates, "It needs lettuce to grow. All animals need food," after reading a book about a rabbit. ▸ Comments, while sorting through a collection of rocks and shells, "Animals live in shells, but not in rocks." ▸ Communicates, "Fish can breathe underwater, but we have to hold our breath." ▸ Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better.	▸ Communicates, "I saw cactus in the desert. Cactus don't need a lot of water so they can live in the desert." ▸ Communicates, "Plants need water and light to live," during a discussion about what to include in building a terrarium. ▸ Communicates, "It is important to keep our home warm so that we don't freeze and die in the winter." ▸ Communicates, "Because fish live under water, they need gills to breathe."	▸ Points to drawings that show the stages of growth of a sunflower seed, and explains, "The seed sprouted, then the plant grew, then the flowers grew, and now we have seeds again." ▸ Shows a book about the life cycle of frogs to a peer, and communicates, "The eggs became tadpoles, and then the tadpoles grew into frogs." ▸ Observes the sky and communicates, "The sun is always in the front yard in the morning and in the back yard in the afternoon."

○ **Child is emerging to the next developmental level**
○ **Unable to rate this measure due to extended absence**

PD 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⭕	Middle ⭕	Later ⭕	Earlier ⭕	Middle ⭕	Later ⭕
Tries different ways to coordinate movements of large or small body parts	**Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and object**	**Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces**	**Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces**	**Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements**	**Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance**
─ **Possible Examples** ─					
▸ Changes movements when shaking the parachute during gym or recess. ▸ Starts and stops movements of different body parts during a freeze- dance game. ▸ Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.	▸ Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. ▸ Raises knees high when following an adult marching. ▸ Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."	▸ Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. ▸ Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. ▸ Uses feet to slow self when coming down a ramp. ▸ Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.	▸ Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play. ▸ Tries several different ways to move through sections of a new obstacle course. ▸ Walks carefully after slipping on wet leaves or grass during a nature walk.	▸ Moves in sync with others who are moving in the same direction while dancing or marching. ▸ Stands back-to-back with another child, links arms, then walks forward and backward, coordinating movements together. ▸ Maintains spacing while performing a traditional group folk dance (such as 'circle dosie-do'). ▸ Tries to maintain group spacing when moving together down the field toward an opponent's end during a game.	▸ Engages in a soccer- type game, maintaining spacing of self in relation to other teammates, and passing ball when another teammate is open. ▸ Places self in a defensive position in relationship to an opponent approaching a basketball net. ▸ Maintains group spacing in a sequenced ribbon dance and moves ribbons in unison with other dancers.

⭕ **Child is emerging to the next developmental level**
⭕ **Unable to rate this measure due to extended absence**

PD 2: Gross Locomotor Movement Skills

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Coordinates movements, in an upright position, that momentarily move whole body off the ground	**Coordinates and controls individual locomotor movements, with some success**	**Combines and coordinates two or more locomotor movements together in effective ways, with some success**	**Combines a variety of locomotor movements and moves effectively across a range of activities**	**Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)**	**Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities**
— Possible Examples — ▶ Runs with short, uneven steps with arms to the side. ▶ Crouches down and jumps up, with heels barely coming off of the ground. ▶ Hops with two feet leaving the ground momentarily.	▶ Runs with short strides, and sometimes has difficulty stopping. ▶ Gallops for a few steps at a time. ▶ Moves along a low balance beam or along the side of a curb, stepping sideways. ▶ Navigates changes in surface and direction using a mobility aid, such as a walker.	▶ Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). ▶ Crouches down and then jumps forward using both legs. ▶ Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.	▶ Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). ▶ Changes direction and stops quickly and easily while running. ▶ Swings arms back and then forward in preparation for jumping. ▶ Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.	▶ Changes body speed and position with quick movements to match rhythmic changes in music. ▶ Leaps over low objects by varying speed and stride while running. ▶ Dodges to avoid being touched by another player during a game of tag. ▶ Uses arms to propel wheelchair through narrow spaces, making adjustments in speed and direction to avoid bumping into objects.	▶ Moves body while bouncing and catching a ball in response to changes in a rhythmical beat. ▶ Runs and moves a ball down the field, as in the game of soccer. ▶ Steps towards the T-ball stand while swinging a bat to hit the ball. ▶ Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air while passing it to a teammate.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

PD 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Manipulates objects using one or more body parts, with stability but limited coordination	**Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements**	**Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements**	**Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities**	**Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)**	**Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities**
── Possible Examples ── ‣ Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion. ‣ Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp. ‣ Swings leg back to kick a stationary ball while standing in place. ‣ Hands out carpet squares to peers at circle time, sometimes dropping them.	‣ Catches a stuffed animal, with hands, keeping arms extended and then uses hands to hold onto it. ‣ Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking. ‣ Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.	‣ Uses hands to catch a beanbag tossed to either side of the body. ‣ Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk. ‣ Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.	‣ Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net. ‣ Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left food forward, right arm back), maintaining balance. ‣ Bounces a ball several times while walking.	‣ Plays catch with a friend using progressively more force to throw the ball while moving farther away from the friend. ‣ Moves quickly and precisely to catch a beanbag or tennis ball thrown just outside of reach. ‣ Steps forward, immediately rotating the hips and torso toward the leg that stepped forward, using force and speed to swing a bat at a tossed ball. ‣ Throws and catches a ball while playing T-ball with peers, sometimes dropping the ball or not throwing the ball directly to a peer.	‣ Tosses and catches a foam ball with a peer while moving closer to and away from the peer, tossing the ball higher or lower and to the left or right. ‣ Throws for accuracy and distance and catches fly balls and ground balls while playing T-ball with peers. ‣ Plays soccer with peers, moving a ball down the field, kicking the ball to a teammate or goal, and sometimes tossing ball in-bounds. ‣ Uses a hoop, ball, or other manipulative object, while moving in a rhythmic sequence.

○ **Child is emerging to the next developmental level**
○ **Unable to rate this measure due to extended absence**

PD 3 (of 4) **Gross Motor Manipulative Skills** **PD 3 (of 4)**

PD 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	**Manipulates objects with both hands doing different movements**	**Manipulates objects using hands with strength, accuracy, and coordination**	**Performs with efficiency a variety of tasks that require precise manipulation of small objects**	**Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects**	**Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand**
Possible Examples ‣ Holds play dough with one hand while cutting it with a wooden knife. ‣ Steadies a container of block accessories on lap while picking out the tree-shaped blocks. ‣ Scoops sand into a container with one hand while holding the container with other hand.	‣ Uses scissors to cut out simple shapes (e.g. circle, square) on paper. ‣ Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. ‣ Peels a banana or orange after adult starts the peel. ‣ Buttons two to three large front buttons on a shirt.	‣ Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. ‣ Starts the peel on a banana or mandarin orange. ‣ Unfastens buckle on chest strap of wheelchair. ‣ Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.	‣ Makes a necklace by stringing a variety of small beads with narrow holes. ‣ Uses a computer mouse to draw details of a picture on a computer screen. ‣ Rotates pencil within the hand to use the eraser when scribbling with a pencil. ‣ Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.	‣ Ties a bow using thick shoelaces. ‣ Uses scissors held in one hand to cut a pattern that has angles and curves, pausing to reposition the scissors with the other hand. ‣ Folds paper with edges parallel. ‣ Latches and zips small zippers on clothing.	‣ Ties a bow using thin laces or ribbon. ‣ Uses scissors held in one hand to cut a pattern that has angles and curves, while maintaining continuous cutting motion. ‣ Holds and manipulates multiple marbles in one hand. ‣ Holds several cards in one hand while using the other hand to pull out a card to play during a card game.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

PD 4 (of 4)   **Fine Motor Manipulative Skills**   **PD 4 (of 4)**

HLTH 1: Safety

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Follows basic safety practices, with close adult supervision	**Follows basic safety practices on own in familiar environments, with occasional adult reminders**	**Applies basic safety practices on own across different situations**	**Communicates an understanding of some safety practices to others**	**Identifies potentially unsafe situations and communicates the need to be safe to others**	**Identifies potentially unsafe situations and communicates detailed strategies for staying safe to others**

Possible Examples

▶ Stops and reaches for an adult's hand when approaching a crosswalk.	▶ Cleans up spills during a cooking activity.	▶ Stays behind the boundaries set up by adults to designate the swing-set area.	▶ Explains, "I wait for the walk sign and hold my mom's hand before I cross the street."	▶ Communicates to a peer who is running, "Be careful, you might knock somebody over."	▶ Communicates to a peer, "I look both ways when I cross the street because I don't want any cars to hit me, then I go across carefully."
▶ Tries to buckle own seat belt as an adult buckles other children on the bus before going on a field trip.	▶ Waits turn to climb ladder on outside play equipment, with an adult reminder.	▶ Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down.	▶ Holds out arm to stop a peer from walking through a spill on the floor.	▶ Communicates to a peer, "You should be careful when you use scissors."	▶ Uses a paper towel to mop up water under the drinking fountain while explaining to a peer that she should walk around the water until it dries, because she might slip and fall.
▶ Seeks adult assistance to use a step stool in order to obtain an object out of reach.	▶ Slows tricycle as a peer approaches.	▶ Brings helmet for an adult to put on child's head before riding a tricycle on a family walk.	▶ Communicates, "Slow down! No running inside!" to a peer.	▶ Communicates, "George has climbed a ladder and the ladder is tipping and George could fall," while reading a *Curious George* book.	▶ Communicates to a peer, "You need to walk down the stairs during a fire drill instead of running into me, and watch where you are going, so that everyone gets out safely."
				▶ Communicates to a peer, "Be careful so you don't slip," in response to water spilled on the floor.	▶ Communicates to a peer, "Don't eat the whole muffin at once, you might choke. Take smaller bites and chew longer."

Note: Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

HLTH 1 (of 5)　　　　　　　　　**Safety**　　　　　　　　　**HLTH 1** (of 5)

HLTH 2: Personal Care Routines

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	**Middle** ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
Carries out parts of personal care routines, with specific adult guidance or some demonstration from adult	**Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them**	**Initiates and completes on own some familiar personal care routines**	**Initiates and completes on own all personal care routines;** *and* **Demonstrates to others how to carry out their own personal care routines**	**Demonstrates a general understanding about why personal care routines are important for health**	**Communicates detailed explanations about why personal care routines are important for health**

Possible Examples

▶ Puts hands under running water and reaches for soap to wash hands and paper towel to dry hands while looking at the picture sequence showing the steps to washing hands above the sink. ▶ Imitates adult "coughing in elbow" during circle time discussion, but does not contain cough in elbow. ▶ Rubs lotion on arms after watching adult do so.	▶ Washes hands quickly, forgetting to rub soap between the fingers, and rinses hands leaving some soap on hands, in response to adult instruction to wash hands with soap and water. ▶ Brushes sand off legs after being reminded by adult, but misses a few spots. ▶ Flushes, rinses hands with water but forgets to use soap, and moves away without drying hands, after adult says, "Be sure to flush the toilet before you wash your hands."	▶ Follows all steps for washing hands while following picture prompts posted on the wall. ▶ Coughs and sneezes "in elbow" as a consistent habit and retrieves a tissue if needed, when playing in the classroom or outside on the playground. ▶ Brushes teeth after meals as part of group and includes all steps with reminders from adult.	▶ Shows a peer how to wash hands, including using soap, washing between fingers, and rinsing. ▶ Places dirty spoon in dirty-dish bin and takes a new spoon after dropping spoon on the floor during mealtime. ▶ Places hat on head, puts shoes on, and asks adult to apply sunscreen before playing outside. ▶ Brings a tissue to a peer who has a runny nose.	▶ Points to a spot on her elbow where sunscreen was not applied and indicates that the adult should put more sunscreen on her arm, before going outside. ▶ Communicates, "I need to wash my finger and put a bandage on it," after cutting his finger during outdoor play. ▶ While washing hands child communicates to another child, "You have to wash your hands to get the germs off." ▶ Communicates, "It's important to take naps to rest your body."	▶ Communicates to a peer, "We need to wear sunscreen and a hat, because otherwise the sun will burn our skin if we stay outside too long." ▶ Communicates to peer, "Germs are tiny things you can't see, but they can hurt you, so we need to wash the germs off our hands before we eat." ▶ Communicates to peer, "I sneeze into my sleeve so the germs don't get out and make someone else sick." ▶ Communicates to peer, "I brush and floss my teeth every night so I don't get cavities from the food I eat, especially candy."

○ **Child is emerging to the next developmental level**
○ **Unable to rate this measure due to extended absence**

HLTH 2 (of 5) — **Personal Care Routines** — **HLTH 2** (of 5)

HLTH 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages in active physical activities or play for moderate amounts of time	**Engages in active physical activities or play for sustained amounts of time**	**Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity**	**Seeks to engage in active physical activities or play routinely, with increased intensity and duration**	**Participates in moderate physical activity on own and with others, increasing endurance while building coordination of motor skills;** *and* **Communicates a basic understanding that physical activity promotes health**	**Participates in vigorous physical activity on own and with others, increasing endurance while refining the coordination of motor skills;** *and* **Communicates an explanation of health benefits gained from physical activity**
Possible Examples ▸ Joins in a dance started by a peer and then dances until the song ends. ▸ Climbs up and down around a climbing structure several times. ▸ Jumps rope and takes turns with peers on the playground.	▸ Joins a group of peers kicking and chasing a soccer ball around a play yard. ▸ Rides around the playground several times. ▸ Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).	▸ Rides around the playground several times, increasing speed to pass a peer. ▸ Dances to several different songs, moving slowly, then quickly, in response to changes in music. ▸ Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play.	▸ Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times. ▸ Joins a group of children playing chase, while propelling own wheelchair. ▸ Initiates a dance activity, keeping up with a fast beat until the music ends.	▸ Hops on one foot repeatedly, exclaiming, "My legs are strong, "I am strong and healthy." ▸ Climbs on outdoor apparatus and swings from bar to bar for several minutes, and communicates, "Look how strong I am." ▸ Communicates, "Pushing is hard work, this will make me strong," while pushing another child in a wheelchair. ▸ Communicates, "My arms are strong but they get tired when I rake leaves for a long time."	▸ Communicates to an adult, "My heart beats real fast after I run and play on the playground." ▸ Jumps rope on own or with others during recess and communicates, "The faster and longer I jump, the harder I breathe." ▸ During parachute play, asks the adult if the class can shake the chute to build stronger arms.
Note: Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child's capacity for engaging in vigorous active physical play.					

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

HLTH 3 (of 5) | **Active Physical Play** | **HLTH 3 (of 5)**

HLTH 4: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Recognizes or identifies a variety of foods	**Demonstrates knowledge of the characteristics of a variety of foods**	**Shows awareness that some foods are more healthful than others**	**Communicates simple explanations about the healthfulness of different food choices**	**Communicates details about the healthfulness of specific foods or why eating healthful foods is important**	**Communicates basic understanding about the importance of eating a balanced diet;** *and* **Relates nutrients to healthy development**
___ Possible Examples ___					
▶ Communicates, "I like bananas and apples," when selecting bananas and apples from a food pyramid. ▶ Identifies several pretend food items when playing restaurant with a peer. ▶ Makes different pretend food items, such as a tortilla and a pizza, with play dough.	▶ Communicates, "This rice is sticky." ▶ Communicates, "I like mangos. They're sweet." ▶ Purses lips together and shakes head, "No," when offered a slice of lemon to taste while making lemonade.	▶ Communicates, during pretend play, "First we eat vegetables, and later we can have dessert." ▶ Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods. ▶ Chooses to drink water instead of lemonade during a classroom party.	▶ Tells a peer, "Milk is good for my teeth." ▶ Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better. ▶ Communicates, "My mama said that I will grow big and strong if I eat my beans." ▶ Communicates, "Broccoli is good for you," when eating broccoli.	▶ Communicates, "Junk food is bad for your body because it makes you tired." ▶ Communicates, "I like carrots, they are good for my eyes." ▶ Communicates, "I like apples because when I bite them, they make my teeth feel clean." ▶ Communicates, "Milk makes my bones strong," to another peer drinking milk.	▶ Communicates, "We need to eat vegetables every day, but not at breakfast." ▶ Communicates, "Oranges are good for you they have vitamin C and water in them, but you need to drink water, too." ▶ Communicates, "Vegetables are good for you because they have a lot of vitamins and vitamins give us energy." ▶ Communicates, "It's not good to eat only cookies and candy. You need to eat lunch and dinner, too."

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

HLTH 4 (of 5) | **Nutrition** | **HLTH 4 (of 5)**

HLTH 5: Knowledge of Wellness

Child shows and communicates increasing knowledge of the body and ways to take care of it

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⭕	Middle ⭕	Later ⭕	Earlier ⭕	Middle ⭕	Later ⭕
Identifies different body parts	**Demonstrates basic understanding about the body's need for care**	**Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy**	**Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy**	**Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health**	**Communicates detailed understanding about the causes of health and illness as it relates to internal body parts and functions**

Possible Examples

▸ Pats tummy, and indicates, "My tummy hurts!" ▸ Holds up arm and communicates, "I hurt my elbow on the climber." ▸ Applies ice pack to an injured elbow when instructed by an adult, "Hold the ice on your elbow." ▸ Communicates to an adult that he scraped his knee.	▸ Pretends to be a nurse in the dramatic play area and wraps a peer's "injured" arm in gauze. ▸ Communicates to a friend, "Look what I got!" while showing her a sticker and adds, "The dentist gave it to me. She cleaned my teeth." ▸ Communicates to adult, "We have to go wash it now," after falling and scrapping hand. ▸ Communicates, "I don't feel well," and lies down on the couch.	▸ Communicates, "She gave me some medicine. It made my ear all better!" when adult asks what a health care provider did during a recent visit. ▸ Expresses to an adult that he needs asthma medicine after becoming short of breath from running around. ▸ Reminds adult, "I'm thirsty! It's time to take a water break!" during outside play. ▸ Communicates, "When I'm sick I sleep a lot."	▸ Communicates to an adult that she needs her asthma medicine in order to run outside. ▸ Communicates, "I ate too much at lunch. My tummy is too full!" ▸ Communicates, "I am too hot. It is easier to rest in the shade where it is cooler." ▸ Asks, "Why is it good to eat vegetables?"	▸ Communicates, "I went to the doctors and got two shots, one for the flu and one for something else." ▸ Communicates, "My dad told me that candy gives you cavities." ▸ Communicates, "Mary's face is red, I think she didn't wear her hat outside in the sun." ▸ Communicates, "Flu is worse than a cold, but, if you eat healthy food, you won't get sick."	▸ Communicates, "I need to sleep enough at night so my brain can be rested and ready to learn." ▸ Communicates, "Exercise makes your heart strong and your muscles strong, so you'll live a long time." ▸ Communicates, "When you eat too much food and don't exercise, your body can't use all the food, so it turns into fat. "

⭕ **Child is emerging to the next developmental level**
⭕ **Unable to rate this measure due to extended absence**

HSS 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Communicates about or acts out events that just happened; *and* **Asks about activities that will happen soon**	**Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen**	**Relates past events to one another or to the present;** *and* **Plans for the near future**	**Distinguishes what happened a long time ago from what happened in the recent past** *or* **Distinguishes what will happen in the near future from what will happen much later**	**Anticipates events in the weekly schedule,** *or* **describes the way things were in own past,** *or* **predicts future events related to personal experience,** *or* **describes age differences among people (such as family members)**	**Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future**
Possible Examples					
▸ Communicates about seeing a dog and a squirrel, after coming back from a walk. ▸ Communicates, "Is it time for snack?" when finishing painting. ▸ Communicates to an adult, when coming into a room, "We dug in the dirt and planted seeds."	▸ Communicates, using a communication board, "We are going to the zoo," when an adult asks where they are going tomorrow. ▸ Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago. ▸ Holds toy airplane toward the sky to communicate that child is going to fly in an airplane tomorrow.	▸ Gestures at picture of cousins, and communicates that they played together before, when they were at grandma's house. ▸ Shows a jar of dried paint to a peer and communicates, "Someone didn't put the lids on yesterday. Now the paint is dried up." ▸ Communicates to an adult that a friend moved away and now doesn't come to the school anymore. ▸ Contributes to a list of items needed for planting a garden later in the week.	▸ Draws a picture showing the progression of a plant growing from a seed to a tall plant with flowers, after planting flower seeds. ▸ Communicates, using a communication board, "I will be in this school this year, but next year, I will be at my sister's school." ▸ Communicates, "I'm going to make a card today for my mom's birthday next week."	▸ Communicates, "Today is Monday, on Wednesday we get to go on a field trip to the fire station." ▸ Communicates, "When I was little, I only crawled, and then I learned to walk, and now I can run fast. Someday, I want to run in a race like my uncle." ▸ Communicates, "Dad and mom go to work because they are grown up. When I'm grown up I'll be a mommy and go to work too." ▸ Communicates, "My big sister is a lot older than me."	▸ Communicates that her grandmother arrived for a visit last week, after her father repainted the bedroom where her grandmother usually stays. ▸ Communicates, "My cousin will visit during spring break. In the summer we all go camping together." ▸ Asks an adult, "Did cowboys live at the same time as knights and castles?"

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

HSS 1 (of 5)	**Sense of Time**	**HSS 1** (of 5)

HSS 2: Sense of Place

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)	**Recognizes the routes between familiar locations**	**Communicates about the relative distances between familiar locations, including details about those locations**	**Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them**	**Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations**	**Uses simple maps and globes with adult assistance;** ***and*** **draws maps to represent familiar environments**
Possible Examples					
▸ Asks, "Who's that?" when a peer's grandma comes to visit. ▸ Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time. ▸ Communicates to an adult, "Where are the puzzles?" after going to the shelf where puzzles are usually kept and finding that the puzzles are not there. ▸ Goes to area with dress-up clothes after noticing peer wearing something newly added to the dress-up area.	▸ Communicates, "We go that way," while on the way down the hall from the classroom to the bathroom. ▸ Uses a communication board to ask to go by a favorite playground, when planning a walk. ▸ Communicates, "This is the wrong way!" when a familiar adult takes a different route to the park during a group walk.	▸ Communicates that school is close to child's house, but child's aunt's house is far away. ▸ Communicates, after passing the post office while on a neighborhood walk with an adult, that they are almost to the fire station. ▸ Communicates about driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away.	▸ Communicates, "It snows where my auntie lives, but not here because it's hot." ▸ Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live. ▸ Describes a trip to a farmers' market and communicates, "That grocery store is outside! Not like our grocery store."	▸ Draws a picture of farmers taking care of farm animals, and tells about her uncle, the farmer, and how he takes care of the animals in the wintertime. ▸ After hearing a story about people who live in Scotland, asks if children learn the same things like we do here. ▸ Communicates, "Children play soccer here, but in Mexico everyone loves and plays soccer and they call it futbol!"	▸ Draws a simple map of familiar areas of the school, although the relative distances between rooms and other landmarks may be inaccurate. ▸ Asks an adult to help identify the location of her home, school, and familiar shopping area, on a map of the local community, and traces the routes between them and their relative distances. ▸ Locates own country on the globe with an adult's help, and then asks several questions to try to understand about relative distances to other countries and continents.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

HSS 2 (of 5)   **Sense of Place**   **HSS 2** (of 5)

HSS 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)	**Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)**	**Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)**	**Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)**	**Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)**	**Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)**
Possible Examples					
▶ Feeds the fish, with adult assistance in measuring the food. ▶ Communicates about helping daddy feed the dog because it was hungry. ▶ Comments that the boy in a story watered his pumpkin seed so it would grow.	▶ Communicates that a pet's cage needs to be cleaned. ▶ Communicates that the bunny needs to be in the shade. ▶ Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade. ▶ Puts a blanket down to make a soft bed for the dog in pretend play.	▶ Pours water around base of newly planted flowers rather than on top of the plant. ▶ Communicates to another child that paper scraps go into the recycling bin, pointing to bin label for guidance. ▶ Saves scraps from apples served at snack time, to add to the compost bin for the worms.	▶ Communicates to another child, "Just use one paper towel so we can save trees." ▶ Communicates to peers, "Don't throw stuff in the water. It hurts the fish." ▶ Reminds a peer to turn the water all the way off while washing hands, to help save water.	▶ Pages through a book to find out how people live in the Arctic. ▶ Wonders out loud whether the river flooded because it rained all night. ▶ Asks how the weather people on TV know that a tornado is coming.	▶ Suggests placing rocks around outdoor plants to keep the dirt from washing away when discussing how to protect plants from flooding. ▶ Communicates, "More people should ride their bikes so we don't have so much pollution from cars." ▶ Communicates, "They make new things from bottles and cans when we recycle them. When they are in the trash they go to the landfill." ▶ Communicates that we should be careful not to start a fire outside when it is too dry because it could be dangerous to people and animals if the fire accidently spreads to nearby bushes.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

HSS 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict	**Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict**	**Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs**	**Considers the needs and interests of others when there is a conflict** *or* **Attempts to negotiate a compromise**	**Proposes, negotiates, and carries out solutions to conflicts without adult assistance**	**Anticipates and avoids potential conflicts, especially when interacting with friends**
Possible Examples					
▸ Communicates, "I want the ball," while trying to take a ball away from a peer, but stops after an adult says, "He is using it now. Let's find another one." ▸ Holds tightly onto a doll until an adult encourages, "Let her know you're not done playing with the baby." Then communicates, "My baby, my turn," to another child. ▸ Shakes head, "No," and holds onto a scooter when another child indicates wanting to use the scooter, until an adult approaches.	▸ Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square. ▸ Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away. ▸ Seeks an adult and indicates that another child won't give child a turn on the tricycle, after waiting for a turn.	▸ Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars." ▸ Communicates, "You can have a turn after me," to another child who wants to use the big shovel outside in the dirt. ▸ Responds to a peer's request for crayons by suggesting that they share the box of crayons, but removes favorite crayons before sharing.	▸ Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first. ▸ Attempts to negotiate who gets the first turn with a new scooter. ▸ Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.	▸ Communicates to a peer wearing the red hat from the dress up area, "I want to wear the red hat, too. How about if you wear it a little longer, then it's my turn?" ▸ Reports to an adult, "We decided that I can use this corner for my fort. That way it isn't in his way." ▸ Suggests building one tower together after a peer takes the bucket of interlocking blocks to another area (and there aren't enough blocks for them to build separately).	▸ Suggests to a peer who arrived at the block corner at the same time that they divide the blocks equally. ▸ Communicates, "There is only one spot left, why don't you go first?" when a friend also shows interest in working at the science table. ▸ Suggests to a friend that they play a game the friend is really good at after the friend lost a competitive game they were playing together.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

HSS 5: Responsible Conduct as a Group Member

Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
○	○	○	○	○	○
Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do som-ething else or having to stop a preferred activity	**Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end**	**Follows through with group expectations on own during extended activities**	**Communicates about group expectations;** *and* **Cooperates with others in carrying out group expectations**	**Participates in making new group expectations;** *and* **Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair**	**Demonstrates understanding that group expectations are to ensure people's welfare**

── Possible Examples ──

▶ Stops building a road with blocks and begins to put away blocks when an adult models for child and sings the "clean up" song. ▶ Returns from computer to hang up smock when an adult says, "You need to put your smock away at the easel before taking your turn at the computer." ▶ Begins to get on a tricycle with another peer, but stops when an adult says, "We take turns with the trike, and your turn is next."	▶ Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table. ▶ Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe. ▶ Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps.	▶ Cleans up blocks during clean-up time, on own. ▶ Holds hands with a peer while on a neighborhood walk. ▶ Gives space to other painters when painting. ▶ Being gentle when caring for the classroom pet.	▶ Suggests to a peer, while holding the class pet, "Let's take turns. I can hold it now, and you can hold it next"; then, after a few minutes, gives the class pet to the peer. ▶ Reminds a peer that it's time to clean up for lunch, and then cleans up own art project and washes hands. ▶ Reminds peers to get in line outside the door before entering the classroom from the play yard.	▶ Communicates to an adult, "It's not fair that I always go last because my name begins with a Z!" ▶ Suggests to an adult a new rule that only three people can be in the reading area at one time. ▶ Suggests making a sign-up list for a popular activity.	▶ Communicates to a peer where the back of the line is to wait for a turn to look in the microscope. ▶ Communicates while in the reading area that we need to be quiet so that others can read. ▶ Communicates that it is important to wash hands before preparing food so that we do not spread germs to others.

○ **Child is emerging to the next developmental level**
○ **Unable to rate this measure due to extended absence**

HSS 5 (of 5) | **Responsible Conduct as a Group Member** | **HSS 5** (of 5)

VPA 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity and depth through two-dimensional and three-dimensional visual art

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage[1] (three-dimensional), sometimes representing a concrete thing	Creates two-dimensional and three-dimensional representations of things; *and* Experiments with detail or color	Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization	Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization	Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented	Manipulates tools in skillful ways when creating two-dimensional and three-dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); *and* Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment
Possible Examples					
▸ Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people). ▸ Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes. ▸ Glues collage materials on a paper plate using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).	▸ Draws a familiar thing (e.g., sun, flower, house) on paper with a crayon or marker. ▸ Rolls and stacks balls of clay in order to make a head and body. ▸ Tries out different pieces of colored paper to create a flower. ▸ Draws a familiar thing using a touch screen.	▸ Paints a picture of a brown boat in a blue lake. ▸ Draws human figures (circles with faces) and adds hands and legs extending directly from the circles to show familiar actions, such as reaching and kicking a ball. ▸ Tapes two toilet paper rolls together to make binoculars, and then attaches yarn as a neck strap.	▸ Draws a scene with animals in enclosures and people watching them, after a trip to the zoo. ▸ Paints teardrops below the eyes on a face to show sadness. ▸ Creates a mobile of a sun and paper flowers with happy faces. ▸ Glues wooden sticks together and weaves colorful yarn around them to make a dream catcher.	▸ Draws a wind trail behind a drawing of a person running and communicates, "This swoosh is to show how fast he is running up the mountain." ▸ Draws face illustrating anger by showing tensing of the jaw and furrowing of the brow and states, "He is mad, see how his forehead is wrinkled." ▸ Sculpts with clay a bowl and a separate lid to fit on top explaining, "I made this lid so that the soup stays hot."	▸ Paints leaves using different brushes and strokes to represent the color, texture, and shape of leaves that had fallen to the ground during a recent walk outdoors. ▸ Combines rolled columns, balls, and flattened shapes using rollers and duct tape to make a clay sculpture that represents a state capitol building. ▸ Communicates, "I'm using various shades of red and yellow pencils for the lighter and darker shades of orange on the pumpkin I'm drawing."

[1] Assemblage: an artistic composition made from scraps, junk, or odds and ends (California Department of Education. [2011]. California Preschool Curriculum Framework, Vol. 2, p. 286. Sacramento, CA: Author.).

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

VPA 1 (of 4)   **Visual Art**   **VPA 1** (of 4)

VPA 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⚬	Middle ⚬	Later ⚬	Earlier ⚬	Middle ⚬	Later ⚬
Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments	**Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments**	**Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments**	**Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)**	**Creates sound through instruments, voice, or with objects independently** *or* **Demonstrates understanding of how and where music is used within everyday life experiences**	**Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects** *or* **Identifies details in music heard or constructed**

Possible Examples

▸ Hums softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult. ▸ Shakes a string of bells a few times, following a peer who is making a few taps on a drum. ▸ Claps hands or stomps feet in response to a beat that an adult creates using rhythm sticks.	▸ Responds rhythmically, "I see a red bird looking at me," when adult chants, "Brown bear, brown bear, what do you see?" and then continues to respond to the adult with other chants. ▸ Sings the words to "De colores" for part of the song. (Note: "De colores," a song in Spanish) ▸ Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.	▸ Taps a triangle to follow a rhythm of a song, such as short- short-long, short- short-long. ▸ Sings a song in different voices (high, low, soft, loud), following an adult's lead. ▸ Moves arms to the song "Row, Row, Row Your Boat," faster and then slower, depending on how rapidly or slowly others are singing the song.	▸ Sings a familiar song on own, first softly, then loudly. ▸ Strums a guitar or ukulele, or taps a xylophone, along with a song, changing the tempo of the strumming or tapping from faster to slower or slower to faster. ▸ Mimics the sounds of a musical instrument to extend the chorus of a familiar song.	▸ Hums a variation of sounds in a rhythmic pattern and communicates, "This is how my dad sings when he is doing housework." ▸ Uses a rain stick during a song, and explains to peers, "Every time it rains in the song we will move the rain stick to make it sound like it is raining." ▸ Shakes maracas to imitate the sound of bees, while stating, "These maracas sound just like bees." ▸ Softly sings while rocking a doll to sleep and communicates, "You have to sing quiet so that the baby goes to sleep."	▸ Plays higher and lower sounds on a xylophone while singing a song and comments, "I'm matching the sound on the xylophone to the words in my new song." ▸ Communicates, "The piano is playing the melody," while listening to music with several instruments playing. ▸ Glides a stick along a fence and then stops, taps out a beat on the fence with the stick, then glides the stick across the fence for a count of four, then stops and taps out the same beat on the fence again.

⚬ **Child is emerging to the next developmental level**
⚬ **Unable to rate this measure due to extended absence**

VPA 2 (of 4) | **Music** | **VPA 2 (of 4)**

VPA 3: Drama

Child increases engagement, skill development, and creative expression in drama

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭
Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements	**Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem** *or* **Contributes to dialogue or ideas about a plot in response to adult's suggestions**	**Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting**	**Communicates details about a character's emotions or thoughts when contributing to an improvised drama**	**Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting** *or* **Seeks to refine body, voice, and facial expressions related to character portrayal**	**Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting**
Possible Examples					
▸ Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit. ▸ Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire. ▸ Pretends to be a monster and does a monster dance after hearing the story *Where the Wild Things Are*. ▸ Takes a pretend cookie and points to a pretend glass of milk, acting like a mouse, while an adult reads *If You Give a Mouse a Cookie*.	▸ Plays the role of Goldilocks pretending to try out three different beds and communicating that the third bed is "just right." ▸ Shivers and squints eyes to portray a character after hearing a story about being in cold wintry weather. ▸ Communicates, "We can push him in the water. Help me!" as a character in a teacher-led story dramatization about a whale that is stranded on a beach.	▸ Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children. ▸ Puffs up cheeks and swirls arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story. ▸ Wears a cape and pretends to fly, as a peer repeatedly communicates, "Help!"	▸ Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: "I like the octopus. I'm going to stay in the sea and be her friend because she's lonely." ▸ Picks up a basket, rubs stomach, and communicates that everyone will be hungry, so they should stop and get some food, while improvising a drama about a bus trip. ▸ Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.	▸ Communicates, "A boat will take too long. I like the idea to take an airplane. It's faster," while negotiating with peers about how to cross the ocean in an imaginary journey to Japan. ▸ Gestures dramatically and then cries out: "We have to hurry and build our spaceship before the storm comes." ▸ Hunches body forward while pushing a stick in front like a cane and crackles her voice when playing an elderly person.	▸ Works with a peer to show sadness by making the set darker and by adding expressive dialogue for a story dramatization. ▸ Creates scenery with peers using blue and green fabric for a story dramatization that has an underwater scene and shares ideas about the story's characters who live in that setting. ▸ Works with peers to develop the plot and dialogue of a story dramatization about two best friends having a fight and finding a way to resolve the conflict together.

⬭ **Child is emerging to the next developmental level**
⬭ **Unable to rate this measure due to extended absence**

VPA 3 (of 4) | **Drama** | **VPA 3 (of 4)**

VPA 4: Dance

Child develops capacity to respond, express, and create through movement in dance

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ⟠	Middle ⟠	Later ⟠	Earlier ⟠	Middle ⟠	Later ⟠
Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues	**Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues**	**Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues**	**Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music**	**Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle;** *and* **Uses dance language when reflecting on a dance during an adult- led discussion**	**Creates an improvised dance by coordinating varying qualities of movements throughout all phases (beginning, middle, end);** *and* **Initiates using dance language to describe dance movements**
Possible Examples					
▶ Marches around the room in response to drumming by a peer. ▶ Sways arms while holding a streamer and dancing to music. ▶ Rolls body on the floor in response to an adult's cue. ▶ Moves arms up and down in response to vibrations from music.	▶ Bends down low and then jumps up high in an attempt to follow an adult's movements. ▶ Stops and starts dancing during a freeze-dance game. ▶ Twirls around to music briefly, maintaining balance.	▶ Sways, twirls, or leans back and forth to follow movements of peers while listening to music. ▶ Steps sideways, frontwards and backwards without bumping into peers during a line dance led by an adult. ▶ Moves slowly, then quickly, in response to changes in music.	▶ Makes up own dance while listening to music, by tiptoeing, lowering self to floor and rolling on floor, jumping up, and then spinning. ▶ Moves body slowly, with pauses, in a variety of positions while dancing to music. ▶ Swings arms smoothly and then moves arms with sharp, jerky movements, in response to drumbeats, while making up a dance.	▶ Creates an improvised dance using slow heavy movements at the beginning, moving freely in the middle, and running on tiptoes at the end. ▶ Begins improvised dance with fast running movements and ends with slow slithering movements on the floor. ▶ Responds, "She started standing tall with big arms and ended in a small ball," to adult prompt to describe how the dancer started and finished her dance. ▶ Makes a high shape with his body in response to a teacher prompt to show a shape that is the opposite of the low shape the dancer was in at the end of the dance.	▶ Performs an improvised dance by standing with open arms and legs, then by alternating jerky and smooth arm and leg movements, and ending with arms and legs closed and back curved. ▶ Communicates on own initiative after performing a dance, "I started my dance in high shape with my arms above my head and ended in a low shape crouched in a ball on the floor." ▶ Paces body movement to rise from a low shape at the beginning of the dance to a high shape within several beats of the drum by the end of the dance.

⟠ **Child is emerging to the next developmental level**
⟠ **Unable to rate this measure due to extended absence**

VPA 4 (of 4) | **Dance** | **VPA 4 (of 4)**

Language and Literacy Development in Spanish (SPAN) Domain

DRDP-K (2015): A Developmental Continuum for Kindergarten

Additional measures for use in Spanish immersion and Spanish bilingual classrooms.

SPAN 1: Language Comprehension in Spanish (Receptive)
Child shows understanding of vocabulary and language structures in Spanish that give coherence and meaning to the child's world

Mark the latest developmental level the child has mastered:

Discovering Spanish ⬯	Exploring Spanish ⬯	Developing Spanish ⬯	Building Spanish ⬯	Integrating Spanish ⬯
Follows simple (one-step) requests in Spanish; *or* **Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines**	**Follows two to three step instructions in Spanish;** *or* **Shows understanding of sentences or phrases in Spanish that communicate two or more ideas in the context of activities and routines**	**Shows understanding of Spanish language that refers to location of people and objects (e.g., here, there, under, over, next to) and sequences of two events in Spanish (e.g., next, now, then) in the context of activities and routines**	**Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions**	**Shows understanding that Spanish words and phrases can have different meanings depending on the context**
Possible Examples				
▸ Pulls out notebook and pencil box from backpack when teacher says, "Saquen su cuaderno y lápices para empezar a trabajar." ▸ Gestures at the picture of the little bear when teacher holds up a Corduroy book and asks, "¿Dónde está el osito?" ▸ Leaves desk and moves towards dramatic play area when a peer says, "¡Hora de juego libre!"	▸ Puts a stuffed bunny in the cradle and takes out the baby doll after a peer emphasizes, "Soy un veterinario, no un doctor." ▸ Raises hand when teacher asks, "¿Quién quiere pasar al pizarrón para escribir la respuesta?" ▸ Passes the soccer ball and runs up the field in response to a peer calling out, "¡Pásame la pelota y vete cerca de la portería!"	▸ Waters potted plant and puts it on the table next to the window after teacher says, "Hoy tenemos que regar nuestras plantas. Rieguen su maceta y pónganla en la mesa junto a la ventana." ▸ Puts in order two cards that represent the beginning and end scenes of a story that was read aloud in Spanish. ▸ Gets plates and places them on the table; then gets forks and spoons and places them on the table, in response to a peer saying, "Bueno, ya va a estar la comida. ¿Puedes poner los platos y luego los cubiertos en la mesa?"	▸ Describes, "¡Enojados! ¡Asustados!" when teacher asks, "¿Cómo se sienten los osos cuando ven que alguien se comió su comida?" during a discussion about The Three Little Bears. ▸ Shares, "Es un lobo malo," when teacher reads a passage where the wolf suggests to Little Red Riding Hood that she take a different path to get to her grandmother's house. ▸ Shakes head, "¡No!" when teacher asks, "¿Sabe Caperucita que el lobo está en casa de su abuelita?"	▸ Laughs when teacher reads, "La lista decía, 'Dale la vuelta al perro' y Amelia tomó al perrito con cuidado y le dio la vuelta," from an Amelia Bedelia book. ▸ Moves quickly to her cubby, gathers her belongings and joins her mother at the door in response to her mom saying, "¡Salimos volando, que tenemos que ir al dentista!" ▸ Chooses an apple, setting aside the radish, from a bowl of fruits and vegetables when the teacher says, "¿Qué podemos usar para la ensalada de frutas?"

⬯ **Child is emerging to the next developmental level**
⬯ **Unable to rate this measure due to extended absence**

SPAN 1 (of 4) **Language Comprehension in Spanish (Receptive)** **SPAN 1** (of 4)

SPAN 2: Language Production in Spanish (Expressive)

Child uses increasingly complex oral language in Spanish to communicate

Mark the latest developmental level the child has mastered:

Discovering Spanish	Exploring Spanish	Developing Spanish	Building Spanish	Integrating Spanish
○	○	○	○	○
Uses short utterances(1) in Spanish to express needs, interests, and experiences or events	**Uses extended utterances(1) in Spanish with minimal errors to express needs, interests, and experiences or events**	**Combines a variety of sentences in Spanish to communicate and to describe a sequence of events or actions**	**Uses elaborated language(2) in Spanish to explain the needs, feelings, and intentions of people and characters**	**Uses elaborated language in Spanish to reflect on experiences or stories and communicates causes, consequences, goals, and opinions about them**

Possible Examples

▸ Says, "Muñeca, se rompió," and brings a doll to the teacher.3	▸ Says, "Mi mamá me llevó al parque a jugar," in response to an adult asking, "¿Te acuerdas de lo que hiciste el domingo?"	▸ Says, "El señor estaba pintando y el niño vino y se manchó toda la ropa y las manos," while turning the pages of a book.	▸ Explains, "A ella le duele la cabeza. La mamá la va a venir a buscar."	▸ Says, "Está lloviendo y no vamos a poder jugar afuera. Nos vamos a mojar," while looking out the window. (Consequence)
▸ Says to a peer, "Dame ball."3	▸ Asks peer, "¿Tienes rojo para pintar la nariz del payaso?"	▸ Says to a peer, "Me voy a comprar un regalo y después voy al birthday party. Tú te quedas aquí," during pretend play. Says, "Me puse la ropa y comí cereal y mami me trajo a la escuela."	▸ Says to a peer, "No la empujes. Se va a caer," while playing outside at recess.	▸ Says, "Tenemos que lavarnos los dientes para que no se piquen," in response to adult asking, "¿Por qué tienen que lavarse los dientes?" (Goal and cause)
▸ Asks, "¿Qué es eso?"	▸ Says, "Se ponió un sombrero muy grande con plumas," while looking at a book(3).		▸ Says, "Este perro está comiendo toda la comida que tiene en su plato. Tiene hambre," while drawing.	▸ Says, "Una vez vi una película de unos perros que viajaron a la luna. It was funny!" in response to the teacher asking "¿Qué película te gustó más?" (Opinion)
▸ Says, "No quiero ir afuera," when teacher tells children it is time for recess.	▸ Says, "Me compró una hamburger y jugo con la arena," in response to an adult asking, "¿Qué hiciste con tu abuelito ayer?"		▸ Says, "Estaba triste porque no podía encontrar su cat," and gestures at a picture in a storybook.	
▸ Asks, "¿Me puedes ayudar?"				
▸ Says, "Pintó mano," in response to teacher asking, "¿Qué le pasó al niño?" while reading a story(3).				

1. The term "utterance," as opposed to sentences, more accurately reflects how young children speak. Young children may combine words and produce language with different word combinations, but may not speak using complete sentences.
2. "Elaborated language" refers to the use of more complex syntax, relative clauses, and vocabulary.
3. Grammatical error in the example is common at this level of a child's Spanish language development.

○ **Child is emerging to the next developmental level**
○ **Unable to rate this measure due to extended absence**

SPAN 3: Phonological Awareness in Spanish
Child increasingly develops knowledge of sounds in Spanish

Mark the latest developmental level the child has mastered:

Discovering Spanish ◯	Exploring Spanish ◯	Developing Spanish ◯	Building Spanish ◯	Integrating Spanish ◯
Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles	Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence	Segments or blends Spanish words that have at least two consonant-vowel syllables	Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel- consonant, etc.)	Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables

Possible Examples

Discovering Spanish	Exploring Spanish	Developing Spanish	Building Spanish	Integrating Spanish
▸ Sings some words of familiar song: "A la Rueda, Rueda "or "Cucú Cantaba la Rana(1)." (A song that focuses on beginning and ending sounds.) ▸ Participates in a chant that emphasizes syllables, "Uno, dos, tres, cho. Uno, dos, tres, co. Uno, dos, tres, la. Uno, dos, tres, te. Chocolate. Chocolate. Bate. Bate, chocolate." ▸ Sings some words of the familiar rhyming song "Naranja Dulce" with a peer.	▸ Claps out the words while communicating, "Yo soy Elena." ▸ Fills in the rhyming word "mañana," in response to teacher saying, "Sana, sana, colita de rana. Si no sana hoy, sanará. . . ." while putting a bandage on a cut. ▸ Communicates, "Ana," in response to the teacher asking whose name rhymes with "rana" during a rhyming name game.	▸ Taps out syllables of each word while communicating "ga-to, ra-ta, ca-sa," with matching picture cards. ▸ Blends two consonant-vowel syllables to form the words, "vaso, foto, lupa," in response to the teacher saying the syllables in each word separately, "va-so, fo-to, lu-pa," during a small group science activity. ▸ Claps out syllables for own name and communicates, "Ca-ri-na." Then counts the total number of syllables, three, during a teacher- guided small group activity where children sort their names by number of syllables.	▸ Claps out and communicates syllables for the words "a-gua" and "e-le-fan-te" with matching picture cards for support. ▸ Segments words by clapping syllables and communicating, "a-be-ja, a- ra-ña, u-ña, o-so," while participating in animal riddles in a small group with the teacher. ▸ Blends syllables to make the words "piano," "torta," and "fiesta" during a word game with the teacher prompting, "pi-a-no, tor-ta, fi-es-ta." ▸ Claps out and communicates two syllables, "pa- an" for the word "pan(2)."	▸ Identifies groups of objects in the classroom with same initial syllable such as me- for "mesa" and "Melissa" or la- for "lápiz," "lámpara," and "Lara" in response to teacher prompt. ▸ Finds different objects in a jar with same sounds in the final syllable such as, sa- in "mesa" and "pesa" or pa- in "sopa" and "copa" or initial sound/syllable such as ma- in "mano" and "mapa" or sa- in "sapo" and "zapato." ▸ Recites a poem with peers in a low voice, shouting out words that begin with the same syllable, co- or po-, "Cocodrilo, come poco, muy poquito, poco a poco..." in response to teacher prompt. ▸ Sings, "Mónica y Michelle" into a play microphone in response to teacher asking, "¿Puedes cantar los nombres que empiezan con 'c' (letter sound)?"

1. The rhymes and songs listed in the examples are common to Spanish-speaking countries of the Americas; the titles have not been translated into English.
2. Child segments a monosyllabic word into two syllables to maintain consonant-vowel, consonant-vowel structure. This error is common for this level of a child's Spanish language and literacy development.

◯ **Child is emerging to the next developmental level**
◯ **Unable to rate this measure due to extended absence**

SPAN 4: Emergent Writing in Spanish
Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning

Mark the latest developmental level the child has mastered:

Discovering Spanish ○	Exploring Spanish ○	Developing Spanish ○	Building Spanish ○	Integrating Spanish ○
Makes marks and scribbles using a variety of writing tools (e.g. pencil or marker on paper, chalk on sidewalk, etc.)	**Writes marks and letter-like symbols;** *and* **Writes own name in Spanish**	**Writes simple Spanish words using one or more letters or letter-like symbols for each syllable**	**Writes Spanish words that differ from one another in the use of a single letter or the pattern of letters used for each syllable**	**Writes simple sentences in Spanish to communicate ideas to others, often with errors**

—— Possible Examples ——

▸ Imitates writing when signing in at arrival (writing looks like a zigzag line). ▸ Makes marks and scribbles when writing a message on a get-well card to one of her peers. ▸ Writes own name on his work using shapes and symbols.	▸ Writes marks and letter-like symbols on posts to label paper cups with seeds she just planted; then she "reads" the label on one post communicating "radishes" in English and "rabanitos" in Spanish (refers to same written marks for both Spanish and English). ▸ Copies own name across a large piece of paper using a name card as a reference. ▸ Writes letter-like symbols that approximate own name on a piece of paper to label a structure she built in the block area. ▸ Writes a string of letters and asks an adult to read it, "Maestra, ¿qué dice aquí?"	▸ Uses a combination of letters and letter-like symbols to write a grocery list of a few items during dramatic play and then communicates to peer in Spanish about the items on the list. ▸ Writes, "mia" in his journal and reads "mo-li-no" following an activity focusing on the book Rosalía sale de paseo. (The word "molino" appears in the text of the book.) ▸ Reads, "cama" while gesturing at "ami" that she wrote on a painting and then communicates in Spanish that it is a picture of her bed. (The letters in "ami" are in María, the child's name.) ▸ Makes a card for her father and includes the word "papá," and communicates, "Es la pa-de papá."	▸ Writes, "tigo" in journal, for "trigo," and communicates, "Esta es la T de Tomás," after a flannel board activity about La gallinita roja. ("Tri-" in "trigo" is a consonant-consonant-vowel syllable.) ▸ Writes, "paan" on a drawing of pan dulce and reads, "pan" after a neighborhood walk to the panadería ("Pan" has only one syllable, consonant-vowel-consonant.) ▸ Writes, "amgoso" to label a painting and reads, "El perro y la vaca son amigos." ("A-" in "amigo" is a syllable that only has a vowel.)	▸ Writes, "oi kome pbaana" to represent "Hoy comí banana." (Incorporates the "p" [letter sound] from English in Spanish writing for "b" [letter sound]. Uses the letter K instead of C.) ▸ Sounds out the first letter of a word and writes the letter L and communicates, "'L' (letter sound) es la 'l' (letter sound) de Lucas," and continues sounding out and writing syllables in the words of a simple sentence. (Note: Lucas is a peer in the class.) ▸ Writes, "Vihe en tren a sa dego" and reads, "Viajé en tren a San Diego" during an activity on travel. (Note: Uses the letter H instead of J.) ▸ Writes, "Flz cupe años," draws a birthday cake, and puts the paper in a peer's cubby after the peer's birthday celebration in class.

○ **Child is emerging to the next developmental level**
○ **Unable to rate this measure due to extended absence**

SPAN 4 (of 4) — **Emergent Writing in Spanish** — **SPAN 4 (of 4)**

Appendix A: Glossary of Terms and Phrases Used in the DRDP-K (2015)

Assemblage: An artistic composition made from scraps, junk, or odds and ends.

(California Department of Education. [2011]. California Preschool Curriculum Framework, Vol. 2, p. 286. Sacramento, CA: Author.) Appears in VPA 1: Visual Art

Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.

(California Department of Education. [2008]. Preschool Learning Foundations, Vol. 3, p. 95. Sacramento, CA: CDE Press.) Appears in: COG:SCI 2: Inquiry Through Observation and Investigation and COG:SCI 3: Documentation and Communication of Inquiry

Locomotor Skills: The ability to project the body into or through space.

(California Department of Education. [2010]. California Preschool Learning Foundations, Vol. 2, p. 62. Sacramento, CA: CDE Press.) Appears in: PD 2: Gross Locomotor Movement Skills and PD 3: Gross Motor Manipulative Skills

Manipulative Skills: Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

(California Department of Education. [2010]. California Preschool Learning Foundations, Vol. 2, p. 62. Sacramento, CA: CDE Press.) Appears in PD 3: Gross Motor Manipulative Skills

Observes/Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.

(California Department of Education. [2008]. Preschool Learning Foundations, Vol. 3, p. 95. Sacramento, CA: CDE Press.) Appears in: COG:SCI 2: Inquiry Through Observation and Investigation and COG: SCI 3: Documentation and Communication of Inquiry

Onset: The first consonant or consonant cluster in a syllable (e.g., the h in the one-syllable word hat; the m and k in the two syllables in the word monkey).

(California Department of Education. [2008]. Preschool Learning Foundations, Vol. 1, p. 89. Sacramento, CA: CDE Press.) Appears in LLD 8: Phonological Awareness

Rime: A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word big, the rime unit is /ig/. In the word bring, the rime unit is /ing/.

(California Department of Education [2008]. Preschool Learning Foundations, Vol. 1, p. 89. Sacramento, CA: CDE Press.) Appears in LLD 8: Phonological Awareness

Appendix B: Comprehensive Definitions of Adaptations to be Used with the DRDP-K (2015)

Adaptations are changes in the environment or differences in observed behavior that allow children Individualized Education Plans (IEPs) to demonstrate their knowledge and skills in their typical environments. Adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP-K (2015). New adaptations should not be introduced solely for the purpose of conducting an assessment. Seven broad categories of adaptations are used with the DRDP-K (2015). This is the same system of adaptations developed for and used in the DRDP access.

1. **Augmentative or Alternative Communication Systems**

Augmentative and alternative communication systems are methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others. An augmentative communication system is used to augment or facilitate the development of speech. An alternative communication system is used in place of speech. Some examples include sign language, picture cards, and electronic communication devices. Assessors should use these systems as part of the observation of a child using language in a natural context. Assessors should not just elicit responses or contrive adult-directed situations.

If American Sign Language is the child's primary language, it is designated as the home/first language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered an adaptation

2. **Alternative Modes for Written Language**

Alternative Modes for Written language are methods of producing written language used by a child who cannot see well enough or cannot hold and manipulate a writing utensil well enough to produce written symbols. If a child cannot see or cannot hold a pencil or marker, this adaptation may be used to assist in reading or writing, or emergent reading or writing. Examples of this adaptation include using a Braillewriter, keyboard, or computer.

Naturally, preschool-age children are not proficient at reading and writing. This adaptation allows for children to explore reading and writing and develop their skills in a developmentally appropriate manner.

3. **Visual Support**

Visual supports are adjustments to the environment that facilitate a child's ability to see or to understand the surrounding environment or events. Acceptable visual supports include:

- Adjustments in contrast
- Adjustments in lighting
- Distance from objects
- Increased size of materials
- Verbal description of events

4. **Assistive Equipment or Devices**

Assistive equipment or devices are tools that make it possible or easier for a child to perform a task. The child should be familiar with the use of the device. Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including:

- Walkers

- Standers

5. Functional Positioning

Functional positioning enables postural support that allows a child to have increased control of his body. It is important that positioning devices are available to the child across settings so that the child may access daily routines and activities and so they may be observed in a variety of activities. Some examples include:

- Standers

- Cube chairs

- Tricycles with seat belts and built-up pedals

6. Sensory Support

Sensory support includes either increasing or decreasing sensory input to facilitate a child's attention and interactions in the environment. Some children may need increased sensory input and others may need decreased input. Some children require different types of sensory support in different activities. Sensory support may include:

- Reducing background noise

- Adjusting tactile stimulation

- Adjusting visual stimulation

7. Alternative Response Mode

Using alternative response modes means recognizing that a child might demonstrate mastery of a skill in a way that differs from a typically developing child. For this adaptation, the environment is not modified as in the other adaptations. Rather, the child's unique yet consistent responses that may indicate the presence of a skill are identified. For example, the child with autism may look out of the corner of his or her eye instead of establishing direct eye contact, or the child with a physical impairment may use atypical movement patterns. The form of a child's response may differ from that of his peers and still be considered to demonstrate mastery of a skill.