



Desired Results Developmental Profile Preschool[®]



DRDP-PS[®] (2010)



California Department of Education
Child Development Division

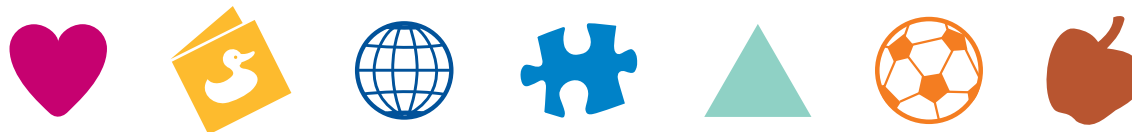
Sacramento, 2010

The Desired Results Developmental Profile – Preschool® (2010) was developed by the Center for Child and Family Studies at WestEd, Sausalito, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley, to support the implementation of the Desired Results system based on the guidelines and specifications of the Child Development Division, California Department of Education. The complete DRDP-PS® (2010) is available on the Department Web site at www.cde.ca.gov and on the Desired Results Training and Technical Assistance Web site at www.desiredresults.us.

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The Desired Results Developmental Profile® – Preschool (DRDP-PS®) assessment instrument is one of three instruments developed by the California Department of Education, Child Development Division (CDE/CDD). The instruments represent the centerpiece of the Desired Results system.

I. Overview of the Desired Results System

The Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age who are enrolled in early care and education programs or before- and after-school programs, and their families. The CDE's Special Education Division has developed an accessibility instrument, known as DR *access*, for use with preschool children.

Desired Results are defined as conditions of well-being for children and their families. Each Desired Result defines an overall outcome. The DR system was developed based on the following six Desired Results:

Desired Results for Children

DR 1: Children are personally and socially competent.

DR 2: Children are effective learners.

DR 3: Children show physical and motor competence.

DR 4: Children are safe and healthy.

Desired Results for Families

DR 5: Families support their child's learning and development.

DR 6: Families achieve their goals.

The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

The DRDP® is aligned to the foundations and kindergarten content standards in three ways. First, the DRDP® measures are organized by the foundation domains. Second, each measure is based on the same continuum of development as the corresponding foundation or standard. Third, the DRDP® is grounded in the same research and child development literature as the foundations and standards. The DRDP® is an assessment that documents the level of development on a continuum separately for each individual child. In contrast, a foundation or standard identifies the specific

competency, knowledge, or skill associated with a level of development on the same continuum or learning pathway all children typically move along with appropriate support. A teacher can use the DRDP® to identify the level of development of each child and to plan curriculum to support individual children's learning. A teacher can use the foundations as a guideline to understand the overall direction of all children's learning in the program. A teacher may also use the foundations for general planning to support learning and development.

II. Introduction to the DRDP-PS® (2010)

The DRDP-PS® is designed for teachers to observe, document, and reflect on the learning, development, and progress of all children in an early care and education program. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

The DR system consists of three DRDP® assessment instruments. The age periods are infant/toddler (birth to 36 months), preschool (three years to kindergarten entry), and school-age (kindergarten through 12 years). Each assessment instrument links to and overlaps with the instrument preceding or following its age period, and together the instruments support a continuous measurement of learning and development from birth through age 12. This linkage between the assessment instruments is strengthened by the left-to-right representation of levels of development from earlier to later within each instrument.

The three DRDP® assessment instruments were developed for all children. A universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children. Effective July 1, 2010, all children, those with IEPs and those without IEPs, are to be assessed by their preschool teachers in CDD-funded programs by using the DRDP-PS® (2010) assessment instrument. Local special education staff are responsible for initiating and completing an assessment of each child with an IEP. Until further notice, special education staff have been directed by the Special Education Division (SED) to use the DRDP *access* instrument for preschool children with IEPs. The one exception is preschool children with IEPs who had been assessed using the DRDP-R prior to September 1, 2009. This will mean a child with an IEP will have two different assessment instruments used during the program year. However, a common comprehensive assessment of all of the children in a classroom using the DRDP-PS® (2010) provides the preschool teacher with data to inform curriculum planning for the class and to meet individual needs. Preschool teachers are to collaborate with the special education staff regarding



their observations and documentation for the DRDP-PS® (2010) to inform the assessment ratings of the DR *access* or the DRDP-R. Likewise, special education staff are to collaborate with preschool teachers to assist with planning to meet the needs of the child with an IEP in the class. Sharing a copy of each completed assessment and associated reports will assist in this process. In order to facilitate this collaboration between special educators and preschool teachers, the Child Development Division and Special Education Division are developing a crosswalk between the DRDP-PS® (2010) and the DRDP *access* instruments. This crosswalk will give special education educators and preschool teachers the ability to share their observations so each provider can use this information to inform the assessments.

The three DRDP® assessment instruments are available through <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and at <http://www.wested.org/desiredresults/training/index.htm>.

The Special Education Division's alternative version of the DRDP, known as DR *access*, has an expanded range of measures for assessing preschool-age children with disabilities. DR *access* is available at <http://www.draccess.org>.

The other components of the DR system are:

- ▶ **Ongoing Program Self Evaluation Tool (OPSET).** The OPSET was developed to promote high-quality programs and the achievement of the Desired Results. The OPSET addresses family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/CDD program staff.
- ▶ **Desired Results Parent Survey.** The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. The Parent Survey is available at <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and <http://www.wested.org/desiredresults/training/index.htm>.
- ▶ **The Environment Rating Scales.** The four Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child–teacher interactions, children's interactions and activities, language

use, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/CDD program staff. Additional information on the ERS is available at <http://www.fpg.unc.edu/~ecers/>.

The development of the three DRDP® assessment instruments involved the participation of practitioners, program administrators, and experts from the fields of assessment, program evaluation, child development, special education, and K–12 education. Contributions were also made by experts in each of the content areas, as well as experts and practitioners for each of the following age groups: infant and toddler, preschool, and school age.

Extensive studies of the DRDP® assessment instruments have been conducted over the years of instrument development and refinement. These studies have established the validity and reliability of the DRDP® instruments. An assessment instrument is considered valid if there is evidence that it actually measures what it is designed to measure. For the DRDP® instruments, this evidence begins with the researchers whose contributions ensured the wording of the descriptors and of the examples is based on the science of early development. The input of practitioners helped to ground the wording based on their years of knowledge and experience with children at these age levels. The evidence of validity also comes from the contributions of the teachers using the DRDP® instruments in research studies. Teachers shared their understandings to help make the wording clearer and to better reflect what children actually do in early care and education programs. Additional evidence of validity comes from the data analyses conducted by the assessment experts. The analyses demonstrate that DRDP® measures work together consistently, according to the intended assessment design, and that DRDP® results are consistent with the results obtained from other assessment instruments that measure the same aspects of child development.

The reliability of an assessment constitutes further evidence for validity. An assessment instrument is considered reliable if different observers rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP® studies, the level of agreement between observers documented for the DRDP® measures consistently met and exceeded accepted standards for reliability.



III. Structure and Components of the DRDP-PS® (2010)

The six components of each DRDP-PS® (2010) measure are highlighted in the sample measure below:

Domain		Measure		Definition		Developmental level	
Developmental Domain: SSD — Self and Social Development		Measure 1: Identity of self		Definition: Child shows increasing awareness of own physical characteristics, preferences, and experiences.		Preschool	
1. Mark the developmental level the child has mastered. <input type="radio"/> Not yet at first level							
Exploring <input type="radio"/>	Developing <input type="radio"/>	Building <input type="radio"/>	Descriptor for this level		Integrating <input type="radio"/>		
Shows recognition of self as individual, recognizing own name and names of familiar people	Describes self or others based on obvious physical characteristics	Describes self and others in terms of preferences			Accurately compares self to others and displays a growing awareness of own thoughts and feelings		
Examples ▶ Communicates own name to someone else, "I am Margo." ▶ Gestures with excitement when own name is used in gesture song. ▶ Points to peer and communicates his name, "That is TeShawn." ▶ Refers to adult by name or special gesture. ▶ Refers to things as "mine" or "Daddy's."	▶ "My hair is red!" ▶ "I'm big!" ▶ Communicates, "I am four," or shows four fingers to indicate age. ▶ "Tami has long hair."	▶ "I like red hair." ▶ "David likes crackers." ▶ "I like to jump rope." ▶ "I like the play dough. It is nice and warm." ▶ "Cameron always likes to wear her rain boots."	Examples of behavior at this level ▶ "I do that when I was ▶ Communicates, "I'm more happy than Jackie."		▶ "My hair is red, but she has brown hair." ▶ "I like to eat peanut butter. My mommy likes cheese." ▶ Noticing a friend's shoes, communicates, "We both have sandals on today!" ▶ "My daddy took us to the beach. I got in the water, but my sister didn't." ▶ Communicates, "I can skip, but my baby sister can't."		
2. Record evidence for this rating here. ▶							
3. Mark here if child is emerging to the next level. <input type="radio"/>							
4. If you are unable to rate this measure, explain here. ▶							
Measure 1		Identity of self				SSD 1 (of 12)	

- ▶ A **domain** represents a crucial area of learning and development for young children. There are seven domains in the DRDP-PS® (2010):
 - ▶ Self and Social Development (SSD)
 - ▶ Language and Literacy Development (LLD)
 - ▶ English Language Development (ELD)
 - ▶ Cognitive Development (COG)
 - ▶ Mathematical Development (MATH)
 - ▶ Physical Development (PD)
 - ▶ Health (HLTH)

- ▶ A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-PS® (2010). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.
- ▶ The **definition** of a measure specifies the aspect of development that is being observed.
- ▶ The **developmental levels** for each measure represent a developmental continuum. Each level specifies a point along the developmental continuum. In the DRDP-PS® (2010), measures have four developmental levels. The developmental levels in the DRDP-PS® (2010) are defined as follows:
 - ▶ **Exploring:** Children at this level show awareness of the feelings and physical differences of self and others; engage in play; use language to describe self, others, events, and stories; enjoy interacting with familiar adults; engage with and respond to literacy activities; recognize symbols, shapes, and patterns; make basic movements with confidence; cooperate in completing routines; and follow guidance from adults about rules and routines.
 - ▶ **Developing:** Children at this level engage in play and communicate about play with peers; initiate cooperative activities with adults; show increasing knowledge of print; use familiar strategies to solve problems; know some letters and numbers; sort and count small quantities of objects; copy patterns; use movement skills in a variety of settings and tasks; and begin to complete routines and follow rules on their own.
 - ▶ **Building:** Children at this level express their feelings and acknowledge the feelings of others; engage in play that is increasingly complex and cooperative; develop close friendships; relate to adults to share experiences and get information; understand and use language to refer to real and imaginary experiences and for social purposes; show increasing understanding of stories and books; write some letters to communicate meaning; use a variety of strategies to learn about objects and solve problems; count, sort, and order objects; use complex movement skills in play and activities; independently complete simple routines; and apply rules in a variety of situations.



- ▶ **Integrating:** Children at this level are able to communicate the “how” and “why” of actions and events. They consider the needs and feelings of others and propose activities and solutions that work for themselves and others; cooperate with adults and peers to plan activities and solve problems; understand and use language to explain, predict, compare, or summarize real and imaginary events and activities and for complex social purposes; know most letters; show understanding of text; show awareness that sounds make up language; solve simple subtraction and addition problems; coordinate multiple movements with balance, strength, or control; and communicate why practices and rules are important.

- ▶ Each developmental level has a **descriptor** that describes observable child behaviors associated with that developmental level.
- ▶ Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.



Desired Results Developmental Profile—Preschool® (2010)
DRDP-PS® (2010)
Age 3 through kindergarten
Information Page

Complete the Child Information and make a copy of this page. Use the copy for the 6-month follow-up assessment. At each assessment, complete the Observer Information and the date.

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

Child Information

1. Child's name: _____
2. Child's classroom: _____
3. Birth date (mm/dd/yyyy): _____
4. Initial date of enrollment (mm/dd/yyyy): _____
5. Does this child have an Individualized Education Program (IEP)?
 Yes No Don't know

Accommodations/modifications?

- Yes (describe): _____
- No
- Don't know

Observer Information

6. Agency/site name: _____
7. Your name: _____
8. Title: _____
9. Did another adult assist you with assessing this child?
 Yes (role/relation): _____
 No

For the following questions, check all that apply:

- | | English | Spanish | Other (specify): |
|---|--------------------------|--------------------------|------------------|
| 10. Child's home language(s)? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 11. What language(s) do you speak with this child? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 12. If you do not speak the child's home language, did anyone assist you who does speak it?
<input type="checkbox"/> Yes (role/relation): _____
<input type="checkbox"/> No | | | |

Additional Comments:



Instructions for Completing the DRDP-PS® (2010)

- ▶ Use the DRDP-PS® (2010) with all preschool children from age 3 to kindergarten, including those who have an Individualized Education Program (IEP).
- ▶ The teacher who most frequently interacts with the child is to complete the assessment instrument.
- ▶ Complete the Child Information section of the Information Page before beginning your observations.
- ▶ Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to assist in completion of the DRDP-PS® (2010).
- ▶ Complete the DRDP-PS® (2010) within 60 calendar days of the child's enrollment and every six months thereafter.
- ▶ Complete the DRDP-PS® (2010) for each child who is enrolled in the program at least 10 hours or more each week.
- ▶ Include input from parents, other adults in the child's life, and teachers who frequently interact with the child.
- ▶ If the child has an IEP, collaborate with the special education service provider¹ to obtain input when completing the assessment and planning curriculum. When completing the DRDP-PS® (2010), you may find it appropriate to mark "Not yet at this level" on the assessment instrument for a measure or several measures.

¹ The special education service provider may be a special education teacher, a speech therapist, occupational therapist, or other specialist providing services specified in the child's IEP.

Completing the Information Page

Complete the Child Information section and make a copy of the Information Page. Use the original for the initial assessment and the copy for the six-month follow-up assessment. At the time of each assessment, complete the Observer Information and enter the date ratings were completed.

Child Information

1. Write the child's first and last name.
2. Write the name of the child's classroom.
3. Write the child's birth date as mm/dd/yyyy (use this date format throughout).
4. Write the date of the child's first day of enrollment in the program. If there are multiple dates, write the earliest one.
5. Indicate if the child has or does not have an Individualized Education Program (IEP). Mark "Don't know" if the child's status is still being determined or if you cannot answer this question.

If the child has an IEP, identify whether accommodations/modifications have been made in the program. Mark "Don't know" if you do not know.

Observer Information

6. Write the full name of your agency.
7. Write your full name.
8. Write your job title (e.g., associate teacher, lead teacher, master teacher).
9. If you received help in completing this DRDP-PS® (2010) from another staff member, family member, or other adult who interacts with the child, check "Yes" and indicate the relationship of that adult to the child.
10. Specify what languages are regularly spoken in this child's home.
11. Specify what languages you use when speaking with this child.
12. If relevant, provide the name and role of the person who speaks this child's home language and who assisted you in communicating with this child.



Completing the Assessment Instrument Pages

1. For each of the 43 measures, fill in or check the bubble that corresponds to the **developmental level** the child has mastered at the time of the assessment. Consider the descriptors and examples to determine the child's level of mastery.
 - ▷ The descriptors describe observable behaviors for the developmental level.
 - ▷ The examples provide a sample of possible behaviors you might observe for each developmental level.

A level is **mastered** if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them:

 - ▷ Easily and confidently
 - ▷ Consistently over time
 - ▷ In different settings

Note: If a child has not mastered the first level of the developmental continuum for a measure, mark the "Not yet at first level" bubble provided at step 1, above the descriptors.
2. Use the space at the bottom of the page to write your evidence for the rating you chose and provide references to other documentation.
 - ▷ Write what you have observed the child doing that demonstrated mastery at the level you marked or include references to your notes and records for this child; notes made by others, such as parents or other staff; the child's portfolio; or another developmental assessment.
3. If the child is **emerging** to the next level, indicate this by marking the "Yes" bubble provided at step 3 on the lower left of the page. Use the bottom section of the page to document evidence of behaviors that indicate that the child is emerging to the next level.
 - ▷ A child may be emerging to the next level by showing behaviors associated with the next developmental level; however, the child does not typically or consistently demonstrate the behaviors.

Note: If the child is rated at the final level of the developmental continuum for a measure, "emerging" does not apply since the assessment instrument does not include the next developmental level.

4. In the rare circumstance you are unable to rate a measure, use the bottom section of the page to describe in detail why it was not possible to rate the measure.

Instructions for Using the Language and Literacy Development (LLD) and English Language Development (ELD) Measures

These instructions apply to DRDP® measures 13 through 26.

Completing the LLD and ELD measures

The measures in the Language and Literacy Development (LLD) domain are used to assess all children's progress in developing foundational language and literacy skills.

The measures in the English Language Development (ELD) domain are used to document and assess the progress of children who speak a language other than English at home and are learning English. Young children who are acquiring both the language of their family as well as the language of the larger community are dual language learners.

Completing the DRDP® Measures for Children Whose Home Language is English

For children who speak English at home, complete the LLD measures and do not complete the ELD measures.

Children who speak English at home may begin to use some words and phrases from other languages that they learn from their peers and adults in the classroom, family friends, the broader community, and the media.

Children may also begin to mix these words and phrases with English. This experimentation with other languages contributes to children's overall development of language and literacy skills.



Completing the DRDP® Measures for Children from Homes Where Languages Other Than English Are the Primary Languages Spoken

For children who are dual language learners, complete both the LLD and ELD measures.

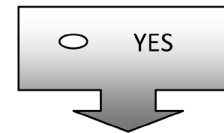
- ▶ The ELD measures are used to document and assess progress in learning to communicate in English.
- ▶ The LLD measures are used to assess progress in developing foundational language and literacy skills. Children who are dual language learners may demonstrate mastery of developmental levels in their home language, in English, or in both. Therefore, communication in the languages the child uses in the program should be considered when the LLD measures are completed, as well as measures in all the other domains.
- ▶ The teacher who completes the assessment for a child who is a dual language learner should speak the child’s home language. If not, the teacher must receive assistance from another adult, such as an assistant teacher, director, or parent, who does speak the child’s home language. It is important that the program plans for time during the day when the child and the adult have time to interact if the adult is not the child’s parent or the assistant teacher in the child’s classroom.
- ▶ Children who are dual language learners will vary substantially in their acquisition of English language competencies, depending on factors, such as the degree of exposure to English, level of support provided in their home language, and their motivation to acquire English.¹
- ▶ Many children arrive at preschool from homes where languages other than English are spoken. Overall, the development of language and literacy skills in a child’s first language is important for the development of skills in a second language, and therefore, should be considered as the foundational step toward learning English.²

¹ California Department of Education. 2008. "Foundations in English Language Development," in *California Preschool Learning Foundations, Volume 1*, 106. Sacramento: California Department of Education.

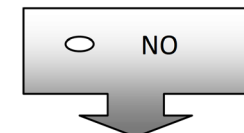
² *Ibid.*, 104.

To determine whether and how the LLD and ELD measures are to be completed for a child, answer the question below. Then follow the directions beneath the YES or NO arrow.

Is English the *only* language spoken in the child’s home?



- ▶ **For LLD measures:**
Complete all LLD measures to document children’s language development.
- ▶ **For ELD measures:**
Mark only the bubble labeled “**English is the only language spoken in child’s home**” at step 1, above the descriptors.



- ▶ **For LLD measures:**
Complete all LLD measures, considering any language this child uses, including both the child’s home language and English.
- ▶ **For ELD measures:**
Complete all ELD measures, considering communications in or responses to English.

Completing the Rating Record

For the first assessment, record your ratings on the DRDP-PS® (2010) instrument. For the second assessment, you may use the Rating Record or a new, unmarked DRDP-PS® (2010) instrument. In either case, it is important to complete each assessment without looking at the ratings of previous assessments. When you use the Rating Record, also use an unmarked instrument and review the definition and descriptors for each measure to determine your rating.

1. Fill out the information at the top of the Rating Record.
2. For each of the 43 measures, mark the column of the corresponding developmental level the child has mastered. If a child has not mastered the first level of the developmental continuum for a measure, mark the column labeled “Not yet at first level.”
3. If the child is emerging to the next level, mark the column labeled “Emerging.”
4. If you are unable to rate a measure, mark the column labeled “Unable to Rate.”
5. On a separate page, record your evidence or provide references to other documentation for each measure. Include any evidence of emerging behaviors for any measure you marked “Emerging.” For any measure marked “Unable to Rate,” describe the reason.
6. Review and update the Child Information on the copy of the Information Page that was filled out at the time of the first assessment. Complete the Observer Information. Enter the date the ratings were completed. Attach the Information Page to the Rating Record and the separate page(s) of documentation.





Desired Results Developmental Profile—Preschool® (2010) Rating Record

DRDP-PS® (2010)

Date of assessment: _____ Child: _____ Observer: _____
Classroom: _____ Site: _____ Agency: _____

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)

PS Measure	 DOMAIN: Self and Social Development (SSD)	Not yet at first level	Developmental Level				Emerging	Unable to Rate
			Exploring	Developing	Building	Integrating		
1	SSD1: Identity of self							
2	SSD2: Recognition of own skills and accomplishments							
3	SSD3: Expressions of empathy							
4	SSD4: Impulse control							
5	SSD5: Taking turns							
6	SSD6: Awareness of diversity in self and others							
7	SSD7: Relationships with adults							
8	SSD8: Cooperative play with peers							
9	SSD9: Socio-dramatic play							
10	SSD10: Friendships with peers							
11	SSD11: Conflict negotiation							
12	SSD12: Shared use of space and materials							
PS Measure	 DOMAIN: Language and Literacy Development (LLD)	Not yet at first level	Developmental Level				Emerging	Unable to Rate
			Exploring	Developing	Building	Integrating		
13	LLD1: Comprehension of meaning							
14	LLD2: Following increasingly complex instructions							
15	LLD3: Expression of self through language							
16	LLD4: Language in conversation							
17	LLD5: Interest in literacy							
18	LLD6: Comprehension of age-appropriate text presented by adults							
19	LLD7: Concepts about print							
20	LLD8: Phonological awareness							
21	LLD9: Letter and word knowledge							
22	LLD10: Emergent writing							








Desired Results Developmental Profile—Preschool® (2010) Rating Record

DRDP-PS® (2010)



Date of assessment: _____ Child: _____ Observer: _____
Classroom: _____ Site: _____ Agency: _____

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)

PS Measure	 DOMAIN: English Language Development (ELD)	English only language spoken in home	Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
23	ELD1: Comprehension of English (receptive English)								
24	ELD2: Self-expression in English (expressive English)								
25	ELD3: Understanding and response to English literacy activities								
26	ELD4: Symbol, letter, and print knowledge in English								
PS Measure	 Domain: Cognitive Development (COG)		Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
27	COG1: Cause and effect								
28	COG2: Problem solving								
29	COG3: Memory and knowledge								
30	COG4: Curiosity and initiative								
31	COG5: Engagement and persistence								
PS Measure	 DOMAIN: Mathematical Development (MATH)		Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
32	MATH1: Number sense of quantity and counting								
33	MATH2: Number sense of mathematical operations								
34	MATH3: Classification								
35	MATH4: Measurement								
36	MATH5: Shapes								
37	MATH6: Patterning								
PS Measure	 DOMAIN: Physical Development (PD)		Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
38	PD1: Gross motor movement								
39	PD2: Balance								
40	PD3: Fine motor skills								
PS Measure	 Domain: Health (HLTH)		Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
41	HLTH1: Personal care routines								
42	HLTH2: Healthy lifestyle								
43	HLTH3: Personal safety								








List of Measures Within Domains

Domain	Measure	
 <p>Self and Social Development (SSD)</p>	1	SSD1: Identity of self
	2	SSD2: Recognition of own skills and accomplishments
	3	SSD3: Expressions of empathy
	4	SSD4: Impulse control
	5	SSD5: Taking turns
	6	SSD6: Awareness of diversity in self and others
	7	SSD7: Relationships with adults
	8	SSD8: Cooperative play with peers
	9	SSD9: Socio-dramatic play
	10	SSD10: Friendships with peers
	11	SSD11: Conflict negotiation
	12	SSD12: Shared use of space and materials
 <p>Language and Literacy Development (LLD)</p>	13	LLD1: Comprehension of meaning
	14	LLD2: Following increasingly complex instructions
	15	LLD3: Expression of self through language
	16	LLD4: Language in conversation
	17	LLD5: Interest in literacy
	18	LLD6: Comprehension of age-appropriate text presented by adults
	19	LLD7: Concepts about print
	20	LLD8: Phonological awareness
	21	LLD9: Letter and word knowledge
	22	LLD10: Emergent writing



List of Measures Within Domains

Domain	Measure	
 English Language Development (ELD)	23	ELD1: Comprehension of English (receptive English)
	24	ELD2: Self-expression in English (expressive English)
	25	ELD3: Understanding and response to English literacy activities
	26	ELD4: Symbol, letter, and print knowledge in English
 Cognitive Development (COG)	27	COG1: Cause and effect
	28	COG2: Problem solving
	29	COG3: Memory and knowledge
	30	COG4: Curiosity and initiative
	31	COG5: Engagement and persistence
 Mathematical Development (MATH)	32	MATH1: Number sense of quantity and counting
	33	MATH2: Number sense of mathematical operations
	34	MATH3: Classification
	35	MATH4: Measurement
	36	MATH5: Shapes
	37	MATH6: Patterning
 Physical Development (PD)	38	PD1: Gross motor movement
	39	PD2: Balance
	40	PD3: Fine motor skills
 Health (HLTH)	41	HLTH1: Personal care routines
	42	HLTH2: Healthy lifestyle
	43	HLTH3: Personal safety



Measure 1: Identity of self

Definition: Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows recognition of self as individual, recognizing own name and names of familiar people</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Describes self or others based on obvious physical characteristics</p>	<p>Building <input type="radio"/></p> <p>Describes self and others in terms of preferences</p>	<p>Integrating <input type="radio"/></p> <p>Accurately compares self to others and displays a growing awareness of own thoughts and feelings</p>
<ul style="list-style-type: none"> ▶ Communicates own name to someone else, "I am Margo." ▶ Gestures with excitement when own name is used in gesture song. ▶ Points to peer and communicates his name, "That is TeShawn." ▶ Refers to adult by name or special gesture. ▶ Refers to things as "mine" or "Daddy's." 	<ul style="list-style-type: none"> ▶ "My hair is red!" ▶ "I'm big!" ▶ Communicates, "I am four," or shows four fingers to indicate age. ▶ "Tami has long hair." 	<ul style="list-style-type: none"> ▶ "I like red hair." ▶ "David likes crackers." ▶ "I like to jump rope." ▶ "I like the play dough. It is nice and warm." ▶ "Cameran always likes to wear her rain boots." 	<ul style="list-style-type: none"> ▶ "My hair is red, but she has brown hair." ▶ "I like to eat peanut butter. My mommy likes cheese." ▶ Noticing a friend's shoes, communicates, "We both have sandals on today!" ▶ "My daddy took us to the beach. I got in the water, but my sister didn't." ▶ Communicates, "I can skip, but my baby sister can't." ▶ Communicates, "I couldn't do that when I was little." ▶ Communicates, "I'm more happy than Jackie."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 2: Recognition of own skills and accomplishments

Definition: Child evaluates and takes pleasure in own ability to perform skillfully



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows interest and/or pleasure when someone reacts to something he or she has done</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Characterizes self positively in terms of specific activity that he or she is doing or has just finished</p>	<p>Building <input type="radio"/></p> <p>Characterizes positively own skills involved in doing a task</p>	<p>Integrating <input type="radio"/></p> <p>Characterizes self positively in terms of generalized ability or skills</p>
<ul style="list-style-type: none"> ▶ When an adult tells the child she completed a really tall block tower, the child smiles with joy. ▶ Joins the adult in clapping with pleasure after completing a challenging task. ▶ When an adult comments about the child's work on a puzzle, child smiles and continues to work. 	<ul style="list-style-type: none"> ▶ "I'm making a really big tower." ▶ "Look what I made!" ▶ "I cleaned up with the sponge!" ▶ Communicates, "We DID it!" after finishing a puzzle with a friend. ▶ Points or gestures with delight at a completed class mural. 	<ul style="list-style-type: none"> ▶ "I can kick the ball hard." ▶ After helping with cleaning, communicates, "We are good helpers." ▶ Shows another child some ways he knows to make a block tower more stable. ▶ After doing a puzzle with other children, communicates, "First we look for the corner pieces—that's how we do it!" ▶ Shows or describes efforts at writing a letter or own name. 	<ul style="list-style-type: none"> ▶ Demonstrates to another child how to kick a soccer ball. ▶ "I am really good at building things." ▶ "I can help other kids on the computer." ▶ "I am good at drawing."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 3: Expressions of empathy

Definition: Child shows awareness of other's feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other's needs



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows awareness when others are unhappy or upset</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Offers simple assistance when he or she thinks it is needed—even if not really needed</p>	<p>Building <input type="radio"/></p> <p>Accurately labels others' feelings and may offer assistance</p>	<p>Integrating <input type="radio"/></p> <p>Uses words or actions to demonstrate concern for what others are feeling</p>
<ul style="list-style-type: none"> ▶ Watches to see if an adult will come to help a child who is upset. ▶ Moves next to or away from a child who is showing distress. ▶ Stops own play and looks at the child who is crying. 	<ul style="list-style-type: none"> ▶ Pats or hugs a child who is upset. ▶ Points out a child who needs assistance to an adult. ▶ Offers own special toy or comfort object to a child who is showing distress. 	<ul style="list-style-type: none"> ▶ Draws picture representing child who is upset and makes a sad face herself. ▶ "Esmeralda is smiling—she is happy today." ▶ Points out a picture in a book of someone who looks mad. ▶ Communicates "Fabio is scared of thunder." Goes to Fabio and touches Fabio's hand. 	<ul style="list-style-type: none"> ▶ Asks child, "Why are you crying?" When told he misses his mommy, communicates, "Don't worry, your mommy will come back soon." ▶ Puts arm around a child who is standing alone and communicates, "I'll be your friend. Want to play with me?" ▶ Goes to a child whose tower fell down and starts to help rebuild it.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 4: Impulse control

Definition: Child develops strategies for regulating responses in increasingly socially appropriate ways

**1. Mark the developmental level the child has mastered.**

○ Not yet at first level

<p>Exploring ○</p> <p>Accepts active adult guidance and support to stop self from acting impulsively on desires or needs</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ When adult says she has to wait to use the easel, may show frustration but accepts an alternative activity. ▶ When it is time to move from one activity to another, often needs direct adult guidance to do so. ▶ Needs adult to offer a way to join in other children's play without disturbing their game. 	<p>Developing ○</p> <p>Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support</p> <ul style="list-style-type: none"> ▶ Goes to the lunch table when adult says it's lunchtime, but needs to be reminded to wait for the food to be passed to him. ▶ Waits impatiently for toy, but does not grab it from other child. ▶ When adult says he or she cannot go outside to play now, child becomes upset but does not cry or act out. 	<p>Building ○</p> <p>Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help</p> <ul style="list-style-type: none"> ▶ Goes to adult for help when feeling frustrated about a child who will not give up the computer. ▶ When another child has the toy she wants, offers a different toy in exchange or communicates, "OK, I will wait until you are done." ▶ Asks an adult to read a book, then looks at the book while waiting for adult to come. 	<p>Integrating ○</p> <p>Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively</p> <ul style="list-style-type: none"> ▶ When unable to use the computer, finds another activity of interest until computer is available. ▶ When other children want to play with a set of markers she wants, offers a strategy such as, "Hey guys, we can each use one of the markers. I choose this one." ▶ "I told Aurelio he can use the scooter in five minutes!" ▶ When the playhouse is full, communicates to an adult, "Can you call me when I can play in the playhouse?" and then goes to the water table.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level.** ○**4. If you are unable to rate this measure, explain here.** ▶

Measure 5: Taking turns

Definition: Child develops increased understanding of taking turns and begins to propose strategies for taking turns



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Needs adult prompting or support to wait for turn</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Uses adult-structured procedures for taking turns, including rules and cues</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Demonstrates knowledge of rules and procedures for taking turns and abides by them most of the time</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Routinely proposes taking turns as a solution to conflicts over materials and equipment</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ When all the easels are being used, follows an adult’s request to work at the art table until an easel is available. ▶ Goes with several other children to wash his hands and waits his turn when asked to by an adult. ▶ Approaches the water table and reaches for a toy being used by another child. The teacher says “Lucas is playing with that. Do you want a turn when he is done?” Pulls back hand and nods. 	<ul style="list-style-type: none"> ▶ Accepts that her turn on the easel is over when she finishes one picture. ▶ Takes ticket or puts name card in a pouch or on a list. ▶ Accepts a timer or hourglass to determine start and end of a turn. 	<ul style="list-style-type: none"> ▶ “We each get a turn to paint.” ▶ Accepts the rule when another child communicates, “The rule is each kid gets five minutes.” ▶ “No cutting in line.” 	<ul style="list-style-type: none"> ▶ “He paints first, then me, then you.” ▶ When several children want to play with the basketball, communicates, “Let’s take turns.” ▶ Reminds other child to take a ticket and wait for his turn on the trike. ▶ “Justin can wash his hands first.”

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 6: Awareness of diversity in self and others

Definition: Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows awareness of physical differences in others</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Identifies physical differences and similarities between self and others</p>	<p>Building <input type="radio"/></p> <p>Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs</p>	<p>Integrating <input type="radio"/></p> <p>Demonstrates an understanding of inclusion or fairness through actions or words</p>
<ul style="list-style-type: none"> ▶ Shows interest by touching the hair of a child whose hair color or texture is different from his or her own. ▶ Shows curiosity about a new child whose physical features are different from his or her own. ▶ Shows interest when another child speaks another language. 	<ul style="list-style-type: none"> ▶ "I have a long ponytail, and she has a short one." ▶ "Sonya has brown eyes like me." ▶ "I'm a girl, and Tony's a boy." ▶ "You're big, and I am little." 	<ul style="list-style-type: none"> ▶ "Paloma speaks Spanish. I speak English." ▶ Tries to imitate sounds of language unfamiliar to him or her. ▶ Shows interest in another child's food or eating habits that are different from his or her own. ▶ "Why can't Johnny eat peanut butter?" 	<ul style="list-style-type: none"> ▶ Uses gestures and actions, such as pointing or waving, to include children who speak another language in a play activity. ▶ Gets out a puzzle that has large knobs on it for a younger child or child with a special need. ▶ Moves toys out of the way to make a clear path for a child in a wheelchair. ▶ Explains what a teacher said to a child who did not understand. ▶ Tells teacher that he thinks it is unfair that some children go out to play, while others have to stay inside.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 7: Relationships with adults

Definition: Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Seeks interaction with familiar adult for company, help, or comfort</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Attempts to establish a relationship with an adult by cooperating and interacting</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Seeks to share experience, engage in cooperative activity, or get information from adults</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Works cooperatively with an adult to plan and organize activities and to solve problems</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates to an adult, "I need help." ▶ Repeats an action that a familiar adult found funny at an earlier time. ▶ Asks the adult sitting next to her to tie her shoes. ▶ Asks the adult to get something that is out of reach. 	<ul style="list-style-type: none"> ▶ Communicates to an adult, "I cleaned up the blocks like you asked." ▶ Seeks a familiar adult to play a game. ▶ Asks an adult to help with something she may be able to do by herself. ▶ Often works and plays on own, but spends some time every day checking in with or cuddling with familiar adult. 	<ul style="list-style-type: none"> ▶ Communicates to an adult, "Guess what I saw yesterday?" and tells story after teacher responds. ▶ Goes to an adult with a question that she cannot answer independently. ▶ Asks an adult why other child is not going outside. ▶ Talks to an adult about things that interest him or her. ▶ After helping to plant seeds, looks to teacher and points to the watering can. Goes to get watering can after teacher nods. ▶ Asks teacher, "Can I get the bikes out?" and then assists the teacher to do that. 	<ul style="list-style-type: none"> ▶ Communicates to an adult, "I can help you set the table for snack." ▶ Cooperates with an adult to find a way to bring water to the sandbox. ▶ Interacts with an adult to solve a problem he's having with a puzzle. ▶ Plans an art activity with an adult.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 8: Cooperative play with peers

Definition: Child interacts with peers through play that becomes increasingly cooperative and oriented towards a shared purpose



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Interacts with other children side by side as they play with similar materials</p>	<p>Developing <input type="radio"/></p> <p>Engages with another child or children in play involving a common idea or purpose</p>	<p>Building <input type="radio"/></p> <p>Shows preference for particular playmates, but plays cooperatively with a variety of children</p>	<p>Integrating <input type="radio"/></p> <p>Leads or participates in planning cooperative play with other children</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Plays blocks side by side with other children. ▶ Hands another child a toy that he or she is looking for. ▶ Hands a bucket to a child sitting next to him or her in the sandbox. 	<ul style="list-style-type: none"> ▶ Plays with blocks with another child, but, from time to time, plays alone with the blocks. ▶ Plays in sand to build a castle with several other children. ▶ Joins another child to help look for a lost toy. ▶ Stays with the group while on a treasure hunt. 	<ul style="list-style-type: none"> ▶ Plays in blocks area with whoever happens to be there, then moves on to play with particular playmates on the climbing structure. ▶ Gets along easily with various playmates in different parts of the room or playground. ▶ Participates in short pretend play with several peers, but mostly interacts with one of them. 	<ul style="list-style-type: none"> ▶ Successfully organizes playmates to build a city out of blocks. ▶ Participates in pretend play with peers, following the agreed-upon roles. ▶ Successfully helps to negotiate where and how a small group of children can play. ▶ “We can make one big spaceship with the plastic blocks. Want to try?” ▶ When role playing with other children, dresses up as a doctor, then a nurse, and then plays a patient role.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 9: Socio-dramatic play

Definition: Child learns to play with others using organized role-playing and symbolic play



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Engages in brief pretend play on own</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Communicates about pretend play with a peer</p>	<p>Building <input type="radio"/></p> <p>Takes a role in a play situation with other children, but without planning the role or the pretend play</p>	<p>Integrating <input type="radio"/></p> <p>Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play</p>
<ul style="list-style-type: none"> ▶ Sits in a box or on a chair and pretends to drive. ▶ At the sandbox, pretends to make a cake by mixing sand and water in a pail. ▶ Uses plastic banana as telephone and pretends to call Grandma. 	<ul style="list-style-type: none"> ▶ Sits in box and communicates to another child, "I'm driving the bus to take kids to school." ▶ Pretends to pour milk into cups and gives a cup to a peer. ▶ Stirs with a spoon in a bowl, pretends to taste, and communicates to a child who is also cooking, "It's not ready yet." ▶ Pretends to be a gas station attendant and pumps gas for trikes. 	<ul style="list-style-type: none"> ▶ Joins in when he sees two children pretending to drive a bus, but does not talk to them about what role he will play. ▶ In a dinnertime dramatic play sequence with peers, plays the parent or child having dinner at the small table. ▶ In a 'visit to the doctor' dramatic play sequence, plays the doctor using the stethoscope and placing bandages on another child. ▶ Plays superhero game, rescuing another child. 	<ul style="list-style-type: none"> ▶ Plays school bus, with one child playing the driver, another playing the child, and another the mommy helping her child. ▶ In block area, children create a zoo and assign roles such as zookeeper, cage cleaners, tour guide/ bus driver, and bird keeper. ▶ Plays school with other children and assigns roles—"I'll be the teacher, you be the calendar helper, and you be the snack helper."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 10: Friendships with peers

Definition: Child forms increasingly closer relationships with certain peers, sharing experiences and activities



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Child positively interacts with many peers</p>	<p>Developing <input type="radio"/></p> <p>Identifies another child as a friend or seeks a particular child with whom to play</p>	<p>Building <input type="radio"/></p> <p>Engages in social games and pretend play with a particular child</p>	<p>Integrating <input type="radio"/></p> <p>Prefers to play with a particular child who also expresses preference for him or her</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Plays with blocks next to Jose, who is also playing with the blocks. ▶ Hands another child a toy that he or she is looking for. ▶ Hands a bucket to a child sitting next to him or her in the sandbox. 	<ul style="list-style-type: none"> ▶ Communicates, "Marion is my friend." ▶ Stands next to the same child for group walks. ▶ Frequently chooses to sit with a particular child at lunch. 	<ul style="list-style-type: none"> ▶ Builds pretend city with Anna using blocks. ▶ Spends free playtime with particular child or children, pretending to be members of a family. ▶ "I like baking with Kavita." 	<ul style="list-style-type: none"> ▶ Asks Derek, "Do you want to play with blocks or puppets?" and plays the activity Derek chooses. ▶ Has at least one close friend, with whom he or she shares a variety of games and activities. ▶ "Emma and I like to play together."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 11: Conflict negotiation

Definition: Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Starts to use appropriate words and actions to express own desires and, sometimes, seeks adult help to resolve a conflict when needed</p>	<p>Building <input type="radio"/></p> <p>Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs</p>	<p>Integrating <input type="radio"/></p> <p>Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions</p>
<ul style="list-style-type: none"> ▶ Communicates that she wants another child's trike and needs adult redirection so she does not try to take it. ▶ When another child tries to take a toy, pulls the toy back or protests, needing an adult to suggest a solution. ▶ Needs adult to offer a way to join in other children's play without disturbing their game. 	<ul style="list-style-type: none"> ▶ Seeks an adult and indicates that another child won't give her a turn on the trike. ▶ Communicates to another child, "You are on my rug." ▶ When she wants to play with trucks and all the trucks are being played with, goes to an adult and communicates that she needs a truck. 	<ul style="list-style-type: none"> ▶ "I need a turn on the trike. Let me use it." ▶ "I want to play on the computer. When will it be my turn?" ▶ When he wants to play a game for four children and all the spots are taken, signals or asks another child if he can take his place. 	<ul style="list-style-type: none"> ▶ "OK. I can use the trike for five minutes, then you can use it for five minutes." ▶ Brings an egg timer over to a group waiting for turns on the computer. ▶ Child communicates, "When will it be Zakai's turn?" during a group activity. ▶ Child communicates to teacher, "Rashmi needs more beads so we both can make necklaces."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 12: Shared use of space and materials

Definition: Child develops the ability to share with others and initiates sharing of space and objects



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Tries to keep control over space and materials he or she is using</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Maintains control of materials or space that he or she cares about, but allows others to use the rest</p>	<p>Building <input type="radio"/></p> <p>With adult prompting, shares with another child material or space he or she is using or wants to use</p>	<p>Integrating <input type="radio"/></p> <p>Without adult prompting, invites others to share materials or space he or she is using</p>
<ul style="list-style-type: none"> ▶ Keeps all the crayons near her even if only using one or two colors. ▶ Keeps the favorite cookie cutter to use with the play dough even if he is not using it at the time. ▶ When playing at the sand table, tries to keep all the cups. ▶ Thinks the red cape is his and gets upset when he sees somebody else wearing it. 	<ul style="list-style-type: none"> ▶ Lets another child use some crayons, but moves the colors he wants close by. ▶ Lets another child take a book from a pile next to her, but holds onto a few that she particularly likes. ▶ Has a conflict with another child over dolls in the house area, but complies when an adult asks that each of them pick one doll to play with. 	<ul style="list-style-type: none"> ▶ Hands a triangle to another child when asked to do so by the teacher. ▶ When asked to move so another child can have room, does so. ▶ When adult asks who will share the play dough, offers to share. ▶ Shares the bike when a teacher tells him that another child is waiting for a turn on the bike. 	<ul style="list-style-type: none"> ▶ While coloring with crayons, offers a crayon to another child. ▶ Asks another child to look at pictures in a book with him. ▶ When another child comes to the dramatic play area, asks, "Do you want to be the mommy?" or communicates, "You can sit here." ▶ Splits his play dough into three even parts to share with others. ▶ Invites another child to play with the dinosaurs, acting out what the dinosaurs are doing.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 13: Comprehension of meaning

Definition: Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows understanding of the meaning of simple words, phrases, stories, and songs</p>	<p>Developing <input type="radio"/></p> <p>Shows understanding of more complex words and phrases* in conversations, stories, and learning activities <small>*Includes categories, basic grammatical units, and words that describe relations between objects</small></p>	<p>Building <input type="radio"/></p> <p>Shows understanding that language refers to imaginary, past, or future events</p>	<p>Integrating <input type="radio"/></p> <p>Shows understanding that language describes how and why things happen</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Understands words that refer to objects, actions, or attributes: <ul style="list-style-type: none"> ▷ Gets a crayon for coloring or points to the cow in a picture of farm animals when asked to do so by a teacher. (Nouns/Objects) ▷ Pats head when a teacher asks children to show where we wear a hat; in play kitchen area, child stirs the soup when asked by a friend to do so. (Verbs/Actions) ▷ Hands out the large plates at snack time when asked to do so by the teacher; returning from a walk, demonstrates understanding of which leaves are big and which are small. (Attributes) 	<ul style="list-style-type: none"> ▶ Demonstrates understanding of common categories: <ul style="list-style-type: none"> ▷ While looking at a book of animals, points to pictures of a parrot, an owl and an eagle when teacher asks "Where are the birds?" ▷ Picks out the vegetables from a group of fruits and vegetables, when asked. ▶ Responds appropriately to requests and questions about relations between objects, such as: <ul style="list-style-type: none"> ▷ "Please go and sit by Olivia" or "Look for the cup in the bucket." ▷ "Which tower is tall?" or "Which animal is short?" ▶ Demonstrates understanding of age-appropriate grammar: <ul style="list-style-type: none"> ▷ "Show me the picture you drew yesterday." (Verbs) ▷ "Simon says, 'Stomp one foot.' Simon says, 'Stomp your feet.'" (Plurals) ▷ "Will everyone please help find Soo Jin's pencil?" (Possessives) ▷ "Please give the bat to her and the ball to him." (Pronouns) 	<ul style="list-style-type: none"> ▶ Pretends to be the character in a story that the teacher is reading out loud. ▶ Contributes appropriate words or actions during a puppet play. ▶ Draws a picture of an event that happened in the recent past, such as a field trip or to include with a thank-you note written by the teacher with input from the children. ▶ Demonstrates understanding that a visit of firefighters planned for next week is going to happen in the future. ▶ During a classroom activity about what grown-ups do, communicates ideas about driving or working. 	<ul style="list-style-type: none"> ▶ Responds to open-ended questions requiring elaboration or explanation, such as: <ul style="list-style-type: none"> ▷ "Why did Tiny Tim get sick?" ▷ "Do you think it was OK for Goldilocks to go in the three bears' house like that? Why?" ▷ "How do plants grow out of seeds?" ▷ "How do firefighters help people when there is a fire?" ▷ "What would happen if...?" ▶ Follows and participates in discussions about situations she never experienced directly, such as how caterpillars become butterflies.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 14: Following increasingly complex instructions

Definition: Child understands and responds to increasingly complex directions and requests



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Shows understanding of one- and two-step instructions and requests about familiar routines</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Shows understanding of one- and two-step instructions and requests about unfamiliar routines or unrelated events</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Shows understanding of three-step instructions and requests that are part of a familiar routine</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Shows understanding of three-step instructions and requests that are about a new or unfamiliar situation</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Shows understanding when an adult says: <ul style="list-style-type: none"> ▷ “Let’s put the paints away. It’s clean-up time.” ▷ “Please give Ajmal the crayon.” ▷ “Please take off your jacket and put it in your cubby.” ▷ “Let’s try it! Clap your hands and stomp your feet.” ▷ “Please clean up the block area and sit on the rug.” ▷ Says, “I don’t want to stop playing” when teacher says it is time to put things away for lunch. 	<ul style="list-style-type: none"> ▶ Shows understanding when an adult says: <ul style="list-style-type: none"> ▷ “Put the blocks away and then bring me your leaf picture, please.” ▷ “Please give the truck to Sarita and then go pick a book to read.” ▶ Follows simple instructions when learning a new game, such as, “First you tag one of the children in the circle, and then you run around the circle.” 	<ul style="list-style-type: none"> ▶ Shows understanding when an adult says: <ul style="list-style-type: none"> ▷ “Please finish your painting, wash your brush, and then hang up your picture.” ▷ “Push your chair in, put your book in the cubby, and then wash your hands.” 	<ul style="list-style-type: none"> ▶ Shows understanding when an adult says: <ul style="list-style-type: none"> ▷ “Please put your books away, carry your chairs to the rug, and make a circle of chairs.” ▷ “Please find Liam and give this box to him. Then you may go outside to play.” ▷ “If Akira says you can play trains with her, go get a train and put it on the track with hers.” ▶ Follows instructions for a new activity, such as, “Please fold your paper in two, open it up, and put paint just in the middle.”

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 15: Expression of self through language

Definition: Child uses language to communicate with increasingly complex words and sentences



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Produces phrases and simple sentences that communicate basic ideas and needs</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Uses three- to five-word sentences that contain nouns, verbs, and recently learned vocabulary</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Uses words that are relatively precise and makes longer sentences by connecting shorter sentences</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Produces simple, understandable phrases and sentences, such as: <ul style="list-style-type: none"> ▷ “I want mommy.” ▷ “For you.” ▷ “More crayons.” ▷ “I like dogs.” ▷ “Lila is sick.” ▷ “Climb over.” ▷ “Stop.” 	<ul style="list-style-type: none"> ▶ Communicates two sentences that are related: “I fell down. I have a bandage,” or, “The cat meowed. I gave her some food.” ▶ Usually uses age-appropriate grammar: <ul style="list-style-type: none"> ▷ Verbs—“I drew a huge house,” or “I went to the bathroom already.” ▷ Plurals—“The leaves are brown,” or “My feet are drippy wet.” ▷ Possessives—“These are my skinny crayons. Those are yours and Arjun’s.” ▷ Pronouns—“I am the cook. He is the waiter.” 	<ul style="list-style-type: none"> ▶ Uses increasingly complex vocabulary words and asks what words mean: <ul style="list-style-type: none"> ▷ “What is the difference between a highway and a freeway?” ▷ “What’s a president?” ▷ “What’s a X-ray?” ▷ “What’s a pond?” ▷ “What does _____ mean?” ▶ Produces sentences that: <ul style="list-style-type: none"> ▷ Use categories: During play, Angela tells Marisel, “We need some vegetables for the soup, so put in some broccoli, carrots, green beans, and peas.” Or, Kenji communicates, “Let’s get out the instruments and make a band! We need the guitar, the drums, and the keyboard.” ▷ Describe relations between objects: “My coat is hanging between Ben’s and Aviva’s,” or “I want a bigger cookie. This one is too small.” ▷ Combine short phrases or concepts: “I brush my teeth every day in the morning and at night,” or “I want all the little blue ones.” 	<ul style="list-style-type: none"> ▶ Produces extended narratives: <ul style="list-style-type: none"> ▷ “The dog ate the cat’s food. Then he got in trouble and we put him outside. Then the dog was crying. He was very sad. Then the next day the dog did the same thing. He’s a bad dog.” ▶ Combines multiple phrases or concepts to: <ul style="list-style-type: none"> ▷ Describe imaginary things: “Dragons don’t need bikes because they can fly. They have really big wings.” ▷ Explain: “I know it is nap time, but I don’t want to sleep because I’m not tired.” ▷ Predict: “Let’s hurry and clean up so we can go outside.”

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 16: Language in conversation

Definition: Child engages in increasingly extended conversations following the appropriate social use of language



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Communicates with others, using language for basic purposes, such as requesting, rejecting, and describing; speaks clearly enough to be understood by familiar adults and children</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Has short conversations</p>	<p>Building <input type="radio"/></p> <p>Has extended conversations about real or imaginary experiences</p>	<p>Integrating <input type="radio"/></p> <p>Has extended conversations that build on emotions, ideas, and information shared with the other person; speaks clearly enough to be understood by most familiar and unfamiliar adults and children</p>
<p>▶ Uses language in familiar social situations to:</p> <ul style="list-style-type: none"> ▶ Request: “More play dough, please,” or “Can I have the ball?” ▶ Refuse: “No more milk,” or “I don’t want that.” ▶ Describe: “It has a long tail,” or “That is funny.” ▶ Answer simple questions: “Yes,” “In the box.” 	<p>▶ Responds on topic for at least one turn in a conversation with familiar adults and children:</p> <ul style="list-style-type: none"> ▶ Andre: “That’s my ball.” Jordan: “I want it.” Andre: “It’s mine.” ▶ Child: “I made a picture.” Adult: “Who is in the picture?” Child: “It’s my mom and my sister.” ▶ Child: “Can I have the yellow play dough?” Adult: “We are out of yellow, would you like blue?” Child: “I like blue.” 	<p>▶ Engages in longer conversations with both familiar and unfamiliar adults:</p> <ul style="list-style-type: none"> ▶ Child: “My baby doll is sick.” Teacher: “What’s wrong?” Child: “Her tummy hurts.” Teacher: “Why do you think it hurts?” Child: “She ate too many cookies.” Teacher: “What can we do to help her feel better?” Child: “She can take a nap.” ▶ Teacher: “What do you think is going to happen to that egg?” Child: “A baby chick is going to come out!” Teacher: “How will get out?” Child: “It will peck and kick. I saw it before at the museum.” ▶ Visiting doctor: “I like being a doctor because I like to help people feel better.” Child: “Do you like giving shots?” Doctor: “I wish they didn’t hurt, but shots are important to help you stay healthy.” Child: “Can I please listen to the thing that is hanging on your neck?” Doctor: “Yes, this is a stethoscope. I will pass it around for all of you to try.” 	<p>▶ Responds on topic across several turns in conversation to:</p> <ul style="list-style-type: none"> ▶ Clearly show own thoughts: Child: “I want to make a picture for my grandmother.” Adult: “Is it her birthday?” Child: “No, she is coming tomorrow, and I want to make a surprise.” Adult: “What do you want to draw?” Child: “I want to draw me and my dog. I named him Chocolate, because he is all brown.” Adult: “Do you like it when your grandma visits?” Child: “Yes, she takes me to the park and Chocolate comes too.” ▶ Pick up on a topic or information introduced by the other: Fernanda: “Yesterday I got my brother’s bike, because he is too big for it.” Jessie: “You are so lucky!” Fernanda: “My brother got a new big bicycle. When I’m bigger, I’ll get a big bike like him.” Jessie: “Me too. I want one that is red.” Fernanda: “I want a pink one.” Jessie: “I want a dirt bike.” Fernanda: “I want a dirt bike too.” ▶ Converses about a favorite story with an unfamiliar adult.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 17: Interest in literacy

Definition: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Participates in group literacy activities</p>	<p>Developing <input type="radio"/></p> <p>Actively engages in literacy activities</p>	<p>Building <input type="radio"/></p> <p>Seeks a variety of literacy activities</p>	<p>Integrating <input type="radio"/></p> <p>Initiates literacy activities</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Demonstrates enjoyment of group literacy-related activities, in ways such as: <ul style="list-style-type: none"> ▷ Heads over to the rug when she sees the teacher approaching with books. ▷ Listens in group to simple stories, read from beginning to end. ▷ Displays appropriate attention during story time. ▷ Sometimes looks at a book alone. ▷ Brings a book to an adult and asks to read together. 	<ul style="list-style-type: none"> ▶ Makes requests for particular books to be read during story time. ▶ While listening to a familiar nursery rhyme, communicates a rhyming phrase or word out loud with the other children. ▶ Acts the part of a character in a book that is being read out loud during group time. ▶ After a book is read, responds to a teacher's questions about the story. 	<ul style="list-style-type: none"> ▶ After story time, uses flannelboard pieces to retell story. ▶ Spends time going through book on own and then uses puppets to act out story. ▶ Spends increasingly longer times looking at books of her choosing. ▶ Does individual literacy activities on own, such as "write," dictate, or draw a story with one or more characters or events. 	<ul style="list-style-type: none"> ▶ During free-choice time, chooses to "read" a book to a friend. ▶ Links experiences to the content of books (after a nature walk, asks for help finding a book about bugs). ▶ On a trip to the library, finds a book of interest on own and flips through it for a while, then takes it to teacher for checking out. ▶ Asks for a particular book or for a book on a particular topic.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 18: Comprehension of age-appropriate text presented by adults

Definition: Child understands and responds to details and ideas from age-appropriate text presented by adults



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Reacts to familiar books by commenting, asking, or responding to questions about characters, objects, or events</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Shows knowledge of main characters, events, or information (e.g., who, what, where) in a familiar story or informational text</p>	<p>Building <input type="radio"/></p> <p>Shows increased knowledge and understanding of details and sequencing in fictional and non-fictional text</p>	<p>Integrating <input type="radio"/></p> <p>Demonstrates understanding of text (information or story facts) by describing, predicting, summarizing, or comparing and contrasting</p>
<ul style="list-style-type: none"> ▶ Upon seeing a picture of an object, communicates "That's Winnie!" ▶ Points to the mouse when asked "Can you find the mouse on this page?" ▶ Communicates, "What is that?" when looking at a story book with adult. 	<ul style="list-style-type: none"> ▶ After hearing The Freight Train Book communicates, "I'm playing freight train," and fills all the cars with pretend food. ▶ In a play after hearing Bear Snores On, pretends to be one of Bear's friends bringing food. ▶ After hearing a non-fiction text about squirrels, correctly answers, "Where does the squirrel hide its food?" and draws a picture of different places a squirrel might hide food. ▶ Communicates, "Curious George is crying." 	<ul style="list-style-type: none"> ▶ Explains the steps of planting a seed after reading The Carrot Seed. ▶ Retells a story by placing story picture cards or flannel board pictures in order of the story. ▶ Pretends to be a child who refuses to eat dinner, then turns into a monster and becomes the king of the monsters after hearing the book, Where the Wild Things Are. 	<ul style="list-style-type: none"> ▶ After hearing the about The Very Hungry Caterpillar eating too much food, predicts: "The caterpillar is going to get sick. I ate a lot of candy at Halloween, but I didn't get sick." ▶ Compares a dolphin to a whale after hearing a book about marine creatures. ▶ Compares story facts or events in familiar stories: After hearing Going on a Bear Hunt, communicates, "There are bears in this book just like in Goldilocks. But the bears in Goldilocks aren't as scary." ▶ Explains a character's feelings: "The mother duck is very sad because she can't find her baby ducks. They will all come back, though, and then she will be happy again."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 19: Concepts about print

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



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Shows understanding of the way books are handled and organized</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Shows understanding that print carries meaning</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Shows understanding of print conventions on a page of text (such as top to bottom, left to right)</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Shows understanding that print is organized into units (such as letters and words) and knows some vocabulary that describes print</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Holds book upright, turning pages from front to back (may turn more than one page at a time). ▶ Points to the front and back of the book when asked to do so. ▶ Participates actively with special book features, such as flaps for lifting or buttons for pushing to make noises. 	<ul style="list-style-type: none"> ▶ When looking at books, differentiates between the role of print and the role of pictures, for example: <ul style="list-style-type: none"> ▷ Points to the print, not a picture, when asked to show an adult where to read. ▷ Tells another child to move her hand because he can't see the words. ▷ Requests adult to write "dog" next to a picture she has drawn. ▷ Asks for the meanings of words on signs or posters in a classroom, in books, or on Web pages. 	<ul style="list-style-type: none"> ▶ Tracks print going from left to right (although may get off track). ▶ Tracks print going from top to bottom. ▶ Points to the first word of the text when teacher asks where to begin reading. ▶ Communicates "the end" after the last page of the book. ▶ Turns pages one at a time. 	<ul style="list-style-type: none"> ▶ Can point out one word on a page, then two words, when asked by the teacher. ▶ Can point to the first and last word on a page, when asked by the teacher. ▶ Points to a specific word in a text after an adult says it out loud (e.g., points to the word "cat" when adult reads <i>Cat in the Hat</i> (may not point to the correct word). ▶ Uses words that refer to print, such as, "read," "write," "spell," "letter," "word."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 20: Phonological awareness

Definition: Child shows awareness of the sounds that make up language, including the segmentation of sounds in words and recognition of word rhyming and alliteration



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Engages in play with sounds in words and songs</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Begins to show awareness of word sound units, such as syllables</p>	<p>Building <input type="radio"/></p> <p>Blends and segments compound words and syllables without support of pictures or objects</p>	<p>Integrating <input type="radio"/></p> <p>Blends and segments parts of words (i.e., onsets, rimes, and phonemes), with support of pictures or objects</p>
<ul style="list-style-type: none"> ▶ Pays attention to songs and rhymes (claps, stomps, or sings to nursery rhymes). ▶ Repeats the order of two or three sounds in the environment (repeats a pattern of two claps followed by one stomp). ▶ Fills in the rhyming word of a familiar nursery rhyme. For example, when adult says "Humpty Dumpty sat on a wall, Humpty Dumpty had a great . . ." Child finishes with, "fall." 	<ul style="list-style-type: none"> ▶ Claps out each word in "I am Matt" in a name game in the classroom. ▶ In a group activity, follows along when asked to clap the syllables in children's names (Da-vid, An-na, etc.). ▶ Stomps out "hul-ee-gull-ee" during dance activity. 	<ul style="list-style-type: none"> ▶ Blends compound words and syllables: <ul style="list-style-type: none"> ▷ Compound words: Teacher asks "If you put together the words 'lady' and 'bug', what word does that make? Child responds 'ladybug.' (Examples of other compound words include mailbox, cupcake, seashell, popcorn, lunchbox, goldfish, waterfall, and raincoat.) ▷ Syllables: Adult says, "I will say the name of an animal at the zoo, but I'll say it in two parts. You guess what animal I am saying. If I say 'li-on' what animal is that? Yes, lion. Let's try it with other animals: ti-ger, tur-tle, gir-affe, mon-key, ze-bra, parr-ot." ▶ Segments compound words and syllables: <ul style="list-style-type: none"> ▷ Compound words: When teacher says, "What word do you have left over when you take the word 'pan' away from 'pancake?'" Child responds "cake." ▷ Syllables: Adult says, "Let's say some words of things from our classroom, but we will say them in two parts. I'll say the whole word first, then you say the word in parts." Adult says, "table" and child responds "ta-ble." (Examples of other common words include: crayon, pencil, paper, play dough.) 	<ul style="list-style-type: none"> ▶ Blends parts of words: <ul style="list-style-type: none"> ▷ Onset/rime: At the snack table the teacher says, "What object am I talking about when I say 'c-up?'" Child says "cup." ▷ Phonemes: Teacher gathers three objects found in the classroom. Child points to and says the name of each object as the teacher sounds out the individual phonemes of each object, (e.g., /c/-/u/-/p/ for cup; /j/-/oo/-/s/ for juice; /sh/-/oo/ for shoe). ▶ Segments parts of words: <ul style="list-style-type: none"> ▷ Onset/rime: Deletes initial sound from words to create new words (removes the /m/ from "mice" to get "ice" or points to a picture of ice, presented among others, when asked "What word do you get when you say 'mice' without /m/?"). ▷ Phonemes: Adult holds up an object from the classroom and says, "I'll say the word for this picture I'm showing you, and then I want you to tell me all of the sounds of the word. So for 'sun' you would say /s/-/u/-/n/."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why on the back. ▶



Measure 21: Letter and word knowledge

Definition: Child shows increasing awareness of symbols and letters, that letters make up words, and eventually that letters have sounds



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Recognizes simple symbols (numbers, letters, logos) in the environment</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Knows some letters by sight and by name or recognizes own name in print</p>	<p>Building <input type="radio"/></p> <p>Knows ten or more letters by sight and by name</p>	<p>Integrating <input type="radio"/></p> <p>Knows most of the letters by sight and by name; recognizes some familiar whole written words; and understands that letters make up words and have corresponding sounds</p>
<ul style="list-style-type: none"> ▶ Recognizes first letter of own name. ▶ Communicates, "That's my letter!" when sees first letter of own name in another word. ▶ Identifies one letter from an array of letters or numbers in the environment (although may not be correct). ▶ Points to a letter and asks, "What's that letter?" ▶ Recognizes a logo for a known store or restaurant chain. 	<ul style="list-style-type: none"> ▶ Correctly names some upper or lowercase letters in storybooks, artwork, logos, magnets, or alphabet posters. ▶ Recognizes own name in print, such as on labels, artwork, cubbies, or chairs. ▶ Responds appropriately when teacher says, "Everyone whose name begins with 'D' may stand up." ▶ Communicates, "Here is 'A', here is 'M', here is 'Z'" when playing with an alphabet puzzle. ▶ Recognizes similarities between two written words ("Those words both start with a B!"). 	<ul style="list-style-type: none"> ▶ Identifies, by sight and name, about ten upper and/or lowercase letters in various activities (on the title page of a book, while looking at a snack bag label, when playing a computer game). ▶ Shows some awareness of the relationship between letters and words ("T is in tiger"). 	<ul style="list-style-type: none"> ▶ Names most of the alphabet letters, in both lower and uppercase forms, in various literacy activities. ▶ Has a beginning repertoire of a sight word vocabulary containing common words ("stop," "man," "love," and "cat"). ▶ Shows some awareness of the relationship between letters and sounds ("B goes /b/", "M goes /m/"). ▶ Points to word "No" in No David! book.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 22: Emergent writing

Definition: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Makes scribble-pictures of people, things, or events</p>	<p>Developing <input type="radio"/></p> <p>Makes scribbles as pretend writing and attributes meaning to writing</p>	<p>Building <input type="radio"/></p> <p>Writes letters or letter-like shapes</p>	<p>Integrating <input type="radio"/></p> <p>Writes own name and simple words, with most letters correct</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Produces different marks to represent different objects or events (circles, scribbles). ▶ Participates in drawing and writing activities. ▶ Uses crayons, pencils, markers of different sizes to draw scribbles or shapes. ▶ Paints at an easel with fat or thin brushes. 	<ul style="list-style-type: none"> ▶ Attempts to make scribble writing linear and spaced like real letters or words (may not be readable). ▶ “Writes” own name using scribbles or marks that are different from pictures. ▶ Dictates writing to an adult (draws a picture and asks adult to label it; makes a birthday card and tells adult what to write on it). ▶ Points to written marks at the bottom of an art project and communicates “This is my name,” or “This says ‘Hee-Kyung.’” ▶ Pretends to write down a restaurant order taken in the dramatic play area, and hands it to “chef” to “read.” 	<ul style="list-style-type: none"> ▶ Uses letter-like symbols to label a drawing. ▶ Writes own name with mistakes (e.g., leaves out or reverses some letters, uses letters of different sizes). ▶ Combines letter-like symbols, scribbles, and pictures to “write” a story (with occasional help from adult). ▶ Pretends to write a letter to a parent and signs it using letters from her name. 	<ul style="list-style-type: none"> ▶ Accurately writes name on things made in class. ▶ Writes some familiar words in a drawing, such as “stop” on a stop sign. ▶ Writes some simple words spelled correctly (e.g., “I love you”). ▶ Produces some writing and spelling through imitation (writes “DOG” by looking at a poster and copying the word). ▶ Asks how to spell some words and for help with writing these words.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 23: Comprehension of English (receptive English)

Definition: Child is progressing toward fluency in understanding English



1. Mark the developmental level the child has mastered.

Not yet at first level English is the only language spoken in child's home

Exploring <input type="radio"/>	Developing <input type="radio"/>	Building <input type="radio"/>	Integrating <input type="radio"/>
<p>Shows little understanding of English; begins to attend to interactions and activities conducted in English, when supported by home language and visual cues, such as body language or behaviors of others</p>	<p>Demonstrates understanding of a few English words (e.g., common nouns and verbs) and phrases (e.g., frequently used directions); more frequently attends to and participates in group activities conducted in English, with less home language support or other cues</p>	<p>Often demonstrates understanding of basic vocabulary and concepts in English; actively engages in group and individual activities conducted in English, may occasionally be supported by home language or other cues</p>	<p>Demonstrates understanding of vocabulary and concepts in English for both instructional and social situations, including complex words and phrases; actively engages in group and individual activities conducted in English, without the support of home language or other cues</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Sometimes attends to others speaking English for short periods of time. ▶ Imitates behavior of others when directions are given in English, such as going to the carpet for circle time, serving herself at the lunch table, or cleaning up after others begin transition. ▶ Observes from a distance activities conducted in English, such as reading, singing, and conversations. ▶ May participate nonverbally in the actions or movement of the story, song, or rhymes when presented in English. ▶ Occasionally follows directions in English, but may do so with support, such as body language and gestures. ▶ Passes a book to the teacher when teacher requests it in Spanish, after having not responded to the teacher's previous request in English. 	<ul style="list-style-type: none"> ▶ Often attends to others speaking English. ▶ Follows clear one-step directions in English in one-to-one interactions with familiar and caring adults with some assistance (e.g., modeling, visual cues, or body language). ▶ Shows increased participation in group activities, such as standing with the group playing a clapping game in English, and does a few of the gestures. ▶ Demonstrates some understanding of English by sometimes responding appropriately to one- or two-word phrases of greetings, requests, or simple questions (e.g., waves good-bye, puts picture in cubby when requested). ▶ Recognizes and responds to some commonly used words in English (e.g., "hello," teacher's name, "water") and phrases (e.g., "good morning," "go outside," "clean up"). ▶ Demonstrates understanding of some basic or common words when interacting with peers (e.g., "paper," "water," "glue," "give me," "look"). ▶ Asks in home language the meaning of an English word or phrase said by teacher. 	<ul style="list-style-type: none"> ▶ Attends most of the time to small and large group literacy activities in English. ▶ Does routine tasks such as washing hands when asked to do so individually. ▶ Shows she understands when peer communicates, "We need more blocks" by adding blocks to the pile. ▶ Indicates, "OK" to teacher who says, "It is time to come in for a snack." ▶ Plays actively along as part of the group playing Simon Says in English and often makes the right moves. 	<ul style="list-style-type: none"> ▶ Follows and participates in play scenarios where children are speaking in English. ▶ Responds to familiar social interactions and open-ended questions (such as "who?" and "what?"). ▶ Follows directions in English that include two or more sequential steps. ▶ Demonstrates understanding of main character in a story read by teacher in one-on-one reading with child (e.g., describes Frederic from the book Frederic as "a mouse" who "lives in the country"). ▶ Uses the flannelboard to demonstrate a sequence of events from a story that has been read or told aloud. ▶ Demonstrates understanding of "book" words such as "author," "illustrator," and "title." ▶ Child responds appropriately to questions asked in English, such as, "What if it rains today? Where can we go play?"

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why on the back ▶



Measure 24: Self-expression in English (expressive English)

Definition: Child is progressing toward fluency in speaking English



1. Mark the developmental level the child has mastered.

Not yet at first level English is the only language spoken in child's home

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Communicates mostly or exclusively in home language or nonverbally</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Uses single words or short memorized sequences of sounds in English to communicate about routines and needs; mixes English with the home language</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Communicates in English, using phrases and incomplete sentences in which words or parts of words are omitted; may mix English with the home language</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Communicates in English with mostly complete sentences about a variety of topics and concepts, including some abstract ideas; may make grammatical errors; may occasionally mix English with the home language</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates by pointing, facial expressions, and other nonverbal gestures. ▶ Nods “yes” or “no” or responds in the home language to a simple question asked in English (e.g., when asked if she wants to paint, Maria responds, “Sí”). ▶ May repeat or “play with” English sounds or words. 	<ul style="list-style-type: none"> ▶ Communicates in English “bye-bye,” “no more,” and “like it” when appropriate. ▶ Communicates in English “mine” to mean, “that’s my car” or “more” to mean “I want more milk.” ▶ Asks for things in English by name (nouns), such as “shoes,” “doll,” “pencil,” “paper,” “glue,” or “juice.” ▶ Repeats or whispers to self an English word or sound just heard. ▶ Communicates in English, “Wannit?” when offering another child the paintbrush after finishing in the art area. ▶ Uses English words for basic personal information, such as age, name, and family members (e.g., mommy, daddy, my brother). ▶ Repeats memorized words or short phrases from songs, such as “Good morning, good morning.” 	<ul style="list-style-type: none"> ▶ Participates in familiar classroom group activities in English—especially those with repetitive elements—such as chants, songs, and simple poems. ▶ Communicates, “Wash hands?” in English to ask whether it’s time to start washing hands for snack. ▶ Communicates in English, “What you doing?” ▶ Begins to use plurals and progressive tense in English by adding “-s/-es” “-ing” (e.g., “cats,” “buses,” “doing”), but often makes mistakes (e.g., “three mouses,” “two mans”). ▶ Begins to ask “what” and “why” questions in English (e.g., “Why go there?” “What you doing?”). ▶ Repeats longer memorized phrases from songs, such as, “Good morning, good morning, how are you” or “Today is Monday, today is Monday, all day long.” 	<ul style="list-style-type: none"> ▶ Increasingly uses common words to complete sentences, including nouns (“John,” “cat”), verbs (“sleep,” “jump”), adjectives (“green,” “sleepy”), adverbs (“quickly,” “too”), and prepositions (“in,” “on,” “over”). ▶ Begins to ask “when,” or “how” questions in English (e.g., “How did you find it?”). ▶ Sustains conversations in English—sometimes with grammatical mistakes (e.g., “The ducks, they want to cross the street, but, every time a car coming.”) ▶ May not be able to place all parts of speech in their correct order within a sentence in English. ▶ Retells personal experiences and stories using simple sentences in English, sometimes mixing languages (e.g., “I ate huevos. The huevos were muy good. We got them at the tienda.”) ▶ Makes up or tells a story in English with a beginning, a middle, and an end.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 25: Understanding and response to English literacy activities

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



1. Mark the developmental level the child has mastered.

Not yet at first level English is the only language spoken in child's home

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Demonstrates interest in literacy activities presented in English; shows interest in simple activities when supported by the home language and contextual cues</p> <p>Examples</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Demonstrates some understanding of what is being communicated during literacy activities in English; may respond using gestures or home language</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Communicates parts of a book, story, song, or poem told or read in English through actions and words/simple phrases in English; may mix English with home language</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Communicates content of a book, story, song, or poem using more elaborated English phrases; may occasionally mix English with home language</p>
<ul style="list-style-type: none"> ▶ Shows enthusiasm for English stories, rhymes, or silly songs. ▶ Chooses to join a group where the teacher is reading a book in English. ▶ Participates by looking at pages while being read to in English. ▶ Attends to The Three Bears read in English after the story has been read in the home language. ▶ When being read a book about farm animals, responds to the pictures by making sounds (e.g., "peep peep" or "pio pio" or another sound for a baby chick) after having observed other children responding to the first few pictures. 	<ul style="list-style-type: none"> ▶ Makes face gestures or sounds like a dog when the teacher reads a book or poem or sings a song about dogs. ▶ During a read-aloud in English, points to pictures of different animals and correctly says their names in English, such as "cow," "rabbit." ▶ Reacts (e.g., laughing, growling) to parts of story when read to individually in English. ▶ Points to picture in book as way of responding to a question asked in English. ▶ Says, "Beep, beep, beep," and demonstrates honking gesture when the Wheels on the Bus book is read in English. ▶ Draws pictures related to a book presented in English and dictates phrases in home language to describe the pictures. 	<ul style="list-style-type: none"> ▶ Retells or acts out parts of story while looking at the pictures. May mix English and home language. ▶ Memorizes part of poem or song and repeats it in English. ▶ Draws pictures related to a book and dictates a simple phrase in English to describe the picture. ▶ Retells parts of a story using simple English when asked, such as the names of characters or the sequence of events in the story. 	<ul style="list-style-type: none"> ▶ Converses about story in English with others when asked. ▶ Relates personal experience to stories read in English. ▶ Tells the teacher, in English, what is going to happen in a story read in English. ▶ Engages in extended conversation, using English phrases and sentences, about a story read in English.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 26: Symbol, letter, and print knowledge in English

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



1. Mark the developmental level the child has mastered.

Not yet at first level English is the only language spoken in child's home

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Demonstrates awareness that symbols carry meaning; may demonstrate awareness that print in the home language carries meaning</p> <p>Examples</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Demonstrates awareness that print in English carries meaning</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Knows that English print consists of letters; knows the names of a few English letters; is able to identify or write a few letters in English</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Knows that English words consist of letters that have names and sounds; recognizes or writes letters (10 or more) and familiar words in English</p>
<ul style="list-style-type: none"> ▶ Stops at the stop sign in the playground when riding a tricycle. ▶ Asks teacher to read a story in her home language. ▶ Shows teacher a book and asks, "¿Español?" ▶ Points to Chinese character representing his name and says his name. ▶ Pulls a note from her pocket that was written by a parent in her home language and asks teacher to read it to her. ▶ Takes a bag, from the dramatic play area, with a logo from a local market and communicates in her home language, "Me and Mommy go there." 	<ul style="list-style-type: none"> ▶ Points to a name written in English on cubby and says the name. ▶ Points to a caption written in English under a family picture and asks the teacher, in English or in the home language, what it says. ▶ Points to words next to a photograph in a field trip scrapbook and asks the teacher, in English or the home language, "What does this say?" ▶ Asks teacher, in either English or the home language, to write "blue sky" on the easel painting she just completed. After teacher writes "blue sky," points to the words and communicates, "blue sky," in either the home language or English. ▶ Points to the title line of the English book, <i>The Very Hungry Caterpillar</i>, and communicates to the teacher, in English or the home language, "the hungry caterpillar book." May say the words in a different order than they appear in the book title. 	<ul style="list-style-type: none"> ▶ Points to a picture and says "B" for "blocks" while teacher reads a book about letters with "B" prominently displayed. ▶ Elana communicates to the teacher, "Evan and me, our names have the same first letter." ▶ Asks "Que letra es esta?" or "What letter is this?" while pointing to her name above the cubby. ▶ Arranges cutout or magnetic letters in the following order, "F, S, G, A, P," points to the arrangement, and says, "frog." ▶ Writes the first letter of his name on the paper with his artwork. 	<ul style="list-style-type: none"> ▶ Draws a picture of a stop sign and writes "S," "O," "T," and "P." Letters may or may not be formed correctly. ▶ Danya points to Yoojin's name above her cubby and communicates, "Yoojin's cubby." ▶ Names different English letters from a listing of names on a classroom roster. ▶ Writes all the letters in his name in the right order. One or two letters may be written backwards. ▶ Points to a letter in an English word and sounds out the letter. ▶ Draws picture of family and writes "mommy" or "mama" under one of the people. ▶ Points to the word "cat" and says, "cat" when the teacher is reading a book about a family. ▶ Can identify several words in the classroom, such as, "to," "me," "cat," "car," "the," "it," "bus," "art."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 27: Cause and effect

Definition: Child shows increasing understanding of cause and effect relations



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Tries out actions to see what will happen</p>	<p>Developing <input type="radio"/></p> <p>Anticipates that a routine action will have a specific result</p>	<p>Building <input type="radio"/></p> <p>Shows understanding of familiar cause and effect through language or action</p>	<p>Integrating <input type="radio"/></p> <p>Explains or predicts the result of a familiar action—will not always be accurate, but will be reasonable</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Mixes different primary colors together to see what happens. ▶ Blows into a straw to make bubbles in water. ▶ Pours water on a water wheel at the water table. ▶ Lifts tube to make a ball roll out of the end. ▶ Puts objects in water to see what sinks or floats. 	<ul style="list-style-type: none"> ▶ Knows to turn the handle on the water fountain to get a drink. ▶ Flips the light switch on when an adult says the room seems dark. ▶ Walks slowly to the sandbox with cup of water to avoid a spill. 	<ul style="list-style-type: none"> ▶ “I figured out how to get pink—we mix red and white.” ▶ After mixing paints and getting different colors, mixes different-colored play dough to get the same effect. ▶ Sees a balloon getting blown up and covers his ears in anticipation of a pop. ▶ “When I spin around fast, I get dizzy.” 	<ul style="list-style-type: none"> ▶ Sees a dark cloud in a picture book and comments that it will rain. ▶ “If we put the ice cube in the sun, it will melt and make water because the sun is hot.” ▶ Communicates that her tower fell over “because it was too high.” ▶ “If you have your shoe laces untied, you will trip.” ▶ Communicates, “If I let go of my paper outside, it will fly away because it is windy.”

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 28: Problem solving

Definition: Child shows increasing ability to reason logically or use strategies to solve challenging problems



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Tries to solve simple problems, including using trial and error</p>	<p>Developing <input type="radio"/></p> <p>Tries a strategy he or she saw someone else use to help solve a problem</p>	<p>Building <input type="radio"/></p> <p>Uses familiar objects or actions in a deliberate way to solve problems</p>	<p>Integrating <input type="radio"/></p> <p>Tries out a set of actions to develop a strategy for solving problems</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Tries different ways to get a ball that has rolled under the sofa. ▶ Tries a square and a rectangle before finding the triangle to fit in a shape sorter. ▶ Turns a puzzle piece to get it to fit in a wooden puzzle. ▶ Tries to put on his or her coat by laying the coat down first, then putting one hand in a sleeve. 	<ul style="list-style-type: none"> ▶ Imitates another child building a bridge with long blocks. ▶ Watches another child dig out a toy in the sandbox using a stick, instead of a shovel, and then tries that on his own. ▶ After watching an adult, uses a block to retrieve a wedged toy. ▶ After watching another child, pushes a wagon that is too difficult to pull. ▶ During mealtime, tries to open the milk container by pushing the way teachers do. 	<ul style="list-style-type: none"> ▶ When building a bridge, first takes one long block and puts it across two other blocks to see if the size is right before continuing to build. ▶ Uses a block as a doorstop when the classroom doorstop disappears. ▶ When the telephone in the playhouse is missing, uses a curved block as a pretend phone. ▶ When an unfamiliar toy stops working, looks to see if batteries are missing. 	<ul style="list-style-type: none"> ▶ When building a bridge with unit blocks and runs out of the same size blocks, looks for alternative materials and continues building with them. ▶ Starts building a tower with a plan in mind even if it doesn't work—for example, puts the tallest block first, then tries again with the biggest block on the bottom. ▶ When a ball gets stuck in a tree, comes up with several ideas of how to get it down. ▶ Looks at a picture to figure out how to build something.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 29: Memory and knowledge

Definition: Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Remembers a few key features of familiar objects and routines</p>	<p>Developing <input type="radio"/></p> <p>Communicates memories about an unfamiliar event that happened earlier that day</p>	<p>Building <input type="radio"/></p> <p>Communicates memories about an unfamiliar event that happened on a previous day</p>	<p>Integrating <input type="radio"/></p> <p>Communicates memories about a sequence of related events that happened in the past</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Without being told: <ul style="list-style-type: none"> ▷ Sits down for afternoon snack after free play time. ▷ Removes the cap from a marker and places it on the back of the marker. ▷ Opens a milk carton and inserts a straw. ▷ Puts on a paint smock before starting to paint. 	<ul style="list-style-type: none"> ▶ Describes a funny thing his dog did in the morning. ▶ Describes to his or her parent a special snack the class prepared that day. ▶ Comments about a detail in a book he points to—"That's the one with the dog." ▶ Tells about a fire truck he or she saw on the way to school. 	<ul style="list-style-type: none"> ▶ Describes or draws a picture of a family celebration that happened the day before. ▶ Describes a trip to the zoo. ▶ Remembers that a firefighter came and talked to the class. ▶ Answers a question such as, "What did we do yesterday that was different?" 	<ul style="list-style-type: none"> ▶ Tells his friend how he planted beans that just sprouted: "We put the beans in some water, and the next morning we put them in this cup of dirt. I watered them every day and took the cup outside in the sun so the plants could grow." ▶ Retells a story by relating the main events in sequence: "When Jack sold the cow and then planted the beans, the beans grew right up into the sky." ▶ Acts out a scenario of The Three Bears in the dramatic play area.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 30: Curiosity and initiative

Definition: Child pursues knowledge or understanding of new materials or activities



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows interest in new materials or activities by intently watching others and/or handling the materials</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Actively engages with new materials or activities by asking questions and performing simple investigations</p>	<p>Building <input type="radio"/></p> <p>Uses a variety of strategies to learn more about objects or activities of interest</p>	<p>Integrating <input type="radio"/></p> <p>Puts materials or objects together in new and inventive ways to learn what will result or to create something</p>
<ul style="list-style-type: none"> ▶ Watches adult pick up paper clips with the magnetic wand. ▶ Looks at or picks up new materials in the science or art area. ▶ Watches an adult and peers building a road in the wet sand. ▶ Plays with paint using hands and brushes. 	<ul style="list-style-type: none"> ▶ Asks how to use the magnetic wand—"What do you do with that?" ▶ Squeezes glue bottle and watches glue come out. ▶ Pours water into sand and watches how much water a hole will hold. ▶ Pours water from a pitcher while putting her hand over spout. ▶ Asks, "How does that work?" (about a balancing scale in the science area). 	<ul style="list-style-type: none"> ▶ Uses magnetic wand to pick up different objects around the room. ▶ Looks at child building something, then tries to build the same. ▶ Asks questions about how to play a simple new board game and tries to play. ▶ Goes to a science table and examines a prism to figure out how it makes the light change. ▶ Uses a magnifying glass to look at a caterpillar. 	<ul style="list-style-type: none"> ▶ Combines bristle blocks with another kind of plastic interlocking blocks to make a structure. ▶ After watching other children make a road in the sand with the shovels, tries to make a road using his hands or blocks. ▶ Mixes different color combinations, such as blue and yellow or red and blue. ▶ On own initiative, gathers materials and makes a duck puppet using yellow paper, scissors, wooden sticks, and glue. Communicates, "See, teacher, I made my puppet." ▶ Assembles shapes to form new objects during formal or informal activities.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 31: Engagement and persistence

Definition: Child persists in understanding and mastering a self-selected activity, even if challenging or difficult



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Continues self-selected activities on own for a while, but may be distracted and lose interest without adult encouragement</p>	<p>Developing <input type="radio"/></p> <p>Continues self-selected activities on own even in a distracting environment</p>	<p>Building <input type="radio"/></p> <p>Usually works through difficulties encountered in activities</p>	<p>Integrating <input type="radio"/></p> <p>Returns to challenging or multi-step activities</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Strings large beads, removes them from the string, and then strings them again. ▶ Builds a structure from blocks by himself. ▶ Needs adult encouragement to finish putting paints away. ▶ Joins others making paper fans. When she has difficulty folding paper, she stops and communicates, "I can't do it." With teacher's encouragement, continues. 	<ul style="list-style-type: none"> ▶ Completes a puzzle even though another child has started to play with a noisy toy nearby. ▶ Continues to look intently at a bug even though other children are riding trikes around him or her. ▶ Looks at a book or listens to a story on headphones from beginning to end. 	<ul style="list-style-type: none"> ▶ Works at completing a challenging puzzle, even if having trouble finding the right pieces. ▶ Rebuilds house made of sticks when it tumbles. ▶ Persists at trying to trace her hand even though it is hard to keep her fingers still. 	<ul style="list-style-type: none"> ▶ Works over a number of days on adding to a structure he is building in the block area. ▶ For several days, attempts to pour water into a bottle at the water table until he or she is successful. ▶ Tries each day to climb higher on the climbing structure until he or she can climb to the top. ▶ Cuts out hearts to glue to a card, redoing it until he is satisfied with the result. ▶ Folds her paper, staples it, uses tape, and writes on the folded part. Asks adult how to write "Happy Birthday" and copies it. ▶ Works on a complex puzzle during activity time, then returns to it later in the day.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 32: Number sense of quantity and counting

Definition: Child uses number names to represent quantities and counts increasingly larger sets of objects



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Recites some number names not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ "I have only one cookie. I want two." ▶ "I see three dogs." ▶ Names some numerals in a counting book as teacher points to them. ▶ Points randomly to objects and says, "1, 2, 4." 	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Recognizes and knows the name of some numerals; correctly recites numbers in order one through ten</p> <ul style="list-style-type: none"> ▶ Recites the numbers 1 to 10 correctly. ▶ Chants one to ten in order while jumping. ▶ Points to the number "3" on the bus and communicates "Three." 	<p style="text-align: center;">Building <input type="radio"/></p> <p>Counts at least five objects correctly, without counting an object more than once</p> <ul style="list-style-type: none"> ▶ Counts five bears in a story book, "1, 2, 3, 4, 5—there are five bears." ▶ Brings the correct number of plates when an adult asks for six more plates for the snack table. 	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Counts at least ten objects correctly; recites numbers in correct order up to twenty; demonstrates understanding that the number name of last object counted is the total number of objects</p> <ul style="list-style-type: none"> ▶ Paints a picture of ten flowers, then counts the flowers, and correctly indicates how many there are. ▶ Counts objects up to 13 during small group time: "I have 13 bears." ▶ During small group for math, wants to see how many children are in the group, and counts 11 children correctly. ▶ Counts five spaces while advancing her game piece in a board game with dice and rolling a five. ▶ Counts, "one, two, three, four, five" and communicates "five," when asked, "How many boats do you have?"
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2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 33: Number sense of mathematical operations

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



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Demonstrates that items can be grouped and compared by quantity; communicates that result is "more" when objects from two groups are put together</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Correctly identifies the larger of two groups without counting; adds or takes away objects from a group and communicates that the result is more or fewer</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Compares by matching or counting two small groups of objects and identifies which has more, fewer, or whether they are the same; identifies the number of objects in a small group after one object is added or taken away</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Solves simple addition and subtraction problems with a small number of objects</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "We have the same," when referring to the number of toy animals each child has. ▶ Communicates, "Now we have more more," when the teacher combines markers on the table with markers from the shelf. ▶ Points to the group with the fewest objects when asked to do so. ▶ Takes farm animals, places horses together, and counts, though may not count correctly. 	<ul style="list-style-type: none"> ▶ When there is a group of six cups and two cups, can point to the group that is "larger." ▶ Communicates, "There are more kids on that team!" 	<ul style="list-style-type: none"> ▶ Counts the number of shells she has and the number a friend has and communicates, "Five and five: you have the same as me." ▶ When setting the table for snack, puts out three cups, then communicates, "Oh, there are only two kids," and takes one cup away. ▶ When asked to take away one car from a block structure, removes a car and communicates, "Hey, now there are only two cars." ▶ Adds one counting bear to her group of two when adult says, "You need to have three bears." ▶ Eats one cracker and communicates, "Now, I only have two left." 	<ul style="list-style-type: none"> ▶ Brings over two more cups to a group of two and communicates that there are four cups. ▶ Has two blocks and gets three more. Communicates, "I have five blocks." ▶ Removes one block from a collection of ten blocks and communicates, "She has nine now." ▶ Removes three (of ten) ducks from the flannelboard, saying, "Three left, and seven stay," when acting out a story. ▶ Adds two more cups to a group of eight and communicates that there are ten cups. ▶ Has three beads then takes another, and holds up four fingers.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 34: Classification

Definition: Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Recognizes when two things are the same</p>	<p>Developing <input type="radio"/></p> <p>Sorts some objects that are the same from a group of objects</p>	<p>Building <input type="radio"/></p> <p>Sorts objects varying by one attribute (such as color, size, or shape) into two to three different groups</p>	<p>Integrating <input type="radio"/></p> <p>Sorts objects varying by two or more attributes (such as color, size, and shape) into two or more different groups</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Puts two circle tiles together. ▶ Puts self into the same category as other people—"We are both girls." ▶ "We both have red backpacks." 	<ul style="list-style-type: none"> ▶ Removes some blue blocks from a box of different-colored blocks, but may occasionally include a few blocks of other colors. ▶ Sorts out some dolphins from a pile of sea animals. ▶ While cleaning up, separates the crayons from a box of crayons, pencils, and markers, but may leave some crayons in the box. ▶ During outdoor play, sorts out some of the large balls from a bin with different-sized balls. 	<ul style="list-style-type: none"> ▶ When cleaning up, puts away pencils, crayons, and markers into different baskets. ▶ During free play, puts the big and small tiles in separate groups. ▶ Puts the cone-shaped seashells in one pile and the fan-shaped seashells into another pile. 	<ul style="list-style-type: none"> ▶ Separates tiles into four groups—blue circles, blue squares, red circles, and red squares. ▶ Removes spoons, forks, and knives from the play kitchen, and sorts utensils into groups—big spoons, small spoons, big forks, small forks. ▶ Helps make a class chart of the number of boys with brown eyes, girls with brown eyes, boys with blue eyes, and girls with blue eyes.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 35: Measurement

Definition: Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows understanding or uses words that describe some measurable property such as size, length, weight, or capacity (big or little)</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Shows understanding or uses words that compare size, length, weight, or capacity of objects (bigger or smaller)</p>	<p>Building <input type="radio"/></p> <p>Orders objects by one measurable property (e.g., size, length, weight, or capacity)</p>	<p>Integrating <input type="radio"/></p> <p>Tries to measure using tools (standard or nonstandard)</p>
<ul style="list-style-type: none"> ▶ "This pumpkin is SO heavy." ▶ "My grandma lives far away." ▶ "I'm thirsty. I want a big glass of water." ▶ Gestures to indicate how big an object is. ▶ When asked to, brings the shovel with the long handle to the sand area. ▶ Communicates, "Mine is longer than yours" when placing trains side by side to check whose is longer. 	<ul style="list-style-type: none"> ▶ Looks at two girls and identifies the one who has the longer hair. ▶ Communicates, "I'm taller than my friend Juan." ▶ Hands a friend a large block when he communicates, "We need a bigger one for the bridge." 	<ul style="list-style-type: none"> ▶ Arranges four dolls from smallest to largest in pretend play with dolls. ▶ On a playground, orders different kinds of balls (e.g., beach ball, basketball, soccer ball, tennis ball) by size. ▶ Fills up three containers with sand and arranges them from the one holding the most to the one holding the least. 	<ul style="list-style-type: none"> ▶ Asks teacher to mark his "tall tape" on the wall to see if he's taller today. ▶ Tries to use hands or a stick to measure the length of a block tower. ▶ Uses a measuring tape to measure how long a large beetle is. ▶ Tries to use a scale to see how heavy a pinecone is. ▶ Fills the measuring cup twice to get two cups during a cooking activity.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 36: Shapes

Definition: Child shows increasing knowledge of shapes and their characteristics



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Recognizes differences among shapes without naming them</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ Puts a circle-shaped puzzle piece into the correct hole. ▶ Places shapes in variety of form boards/simple puzzles. ▶ Picks out circles from a set that contains circles, squares, and triangles. 	<p>Developing <input type="radio"/></p> <p>Correctly names or identifies circles, squares, and triangles</p> <ul style="list-style-type: none"> ▶ "The clock is a circle." ▶ Picks up a small book that is square-shaped and communicates, "This book is a square." ▶ Points to a plate and indicates that it is the same shape as a circle. 	<p>Building <input type="radio"/></p> <p>Recognizes shapes when they are presented in new orientation or as parts of other objects</p> <ul style="list-style-type: none"> ▶ Identifies triangles even though some have equal sides, some have longer sides, and some are pointed downward. ▶ Identifies that the wheels of a car are circles and the windows are squares. ▶ Shows another child that he or she can put two triangles together to make a diamond shape. ▶ Turns and flips shapes to correct orientation to complete simple pattern block or tangram puzzles. 	<p>Integrating <input type="radio"/></p> <p>Describes characteristics and differences of several shapes</p> <ul style="list-style-type: none"> ▶ Looking at a circle and a triangle, communicates, "This one has a pointy part and it's big; this one is curvy, but it's little." ▶ Communicates, "A triangle has three sides; a square has four sides." ▶ Describing the difference between a circle and an oval, communicates, "An oval looks like an egg." ▶ Makes shape from clay and communicates, "Look! A triangle."
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2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 37: Patterning

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



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Identifies simple patterns created by self or others</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Copies simple patterns</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Creates or extends simple patterns</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Creates or extends more complex patterns (more than two repeating elements)</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "This is red and blue and red and blue." ▶ Recognizes a simple repeating pattern such as colored stripes on a friend's shirt. ▶ Sings, moves, or claps through part of a pattern song. 	<ul style="list-style-type: none"> ▶ Participates in a clapping song with repetitive clapping patterns. ▶ Makes a necklace from beads that match the pattern in her shirt. ▶ Paints colored stripes on her own in the same way as a paper rainbow hanging on the wall in the classroom. 	<ul style="list-style-type: none"> ▶ Creates red-red-blue-blue, red-red-blue-blue pattern with colored blocks on his own. ▶ Using a variety of objects (animals, vehicles, blocks, housekeeping toys, etc.), creates or extends a simple pattern on his own. ▶ Puts toy animals in a pattern (duck-cow, duck-cow). ▶ Lines up plastic colored blocks and communicates, "Look: green, yellow, green, yellow." 	<ul style="list-style-type: none"> ▶ Uses colored cubes to make red-yellow-blue, red-yellow-blue pattern. ▶ Strings beads on a necklace in a green-purple-purple, green-purple-purple sequence. ▶ Continues a clap-clap-stomp pattern with clap-clap-stomp. ▶ Creates own variation of the head, shoulders, knees, and toes pattern.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 38: Gross motor movement

Definition: Child refines the ability to move in a coordinated way using large muscles (arms and legs)



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Makes basic movements with confidence and ease</p>	<p>Developing <input type="radio"/></p> <p>Uses movement skills to go smoothly up, down, and through a variety of spaces</p>	<p>Building <input type="radio"/></p> <p>Uses complex movement skills in active play</p>	<p>Integrating <input type="radio"/></p> <p>Participates in extended or integrated physical activities</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Moves body in response to music. ▶ Runs smoothly. ▶ Walks backwards smoothly. ▶ Jumps forward on two feet. ▶ Walks up steps one step at a time, putting both feet on each step. 	<ul style="list-style-type: none"> ▶ Follows movement prompts in a song. ▶ Attempts to throw a ball to another child. ▶ Climbs stairs, alternating feet. 	<ul style="list-style-type: none"> ▶ Dances using steps in a simple routine. ▶ Runs and changes direction quickly. ▶ Climbs on a jungle gym. 	<ul style="list-style-type: none"> ▶ Creates own dance steps to music. ▶ Participates in active play sequences that combine running, jumping, throwing, catching, kicking, etc. ▶ Throws a ball to another child with some accuracy or while doing something else. ▶ Throws a toy plastic disc.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 39: Balance

Definition: Child refines the ability to balance self in space



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Shows a developing a sense of balance and the ability to carry an object while moving</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ Walks on tiptoes. ▶ Kicks a ball. ▶ Carries a large stuffed animal across the room. 	<p>Developing <input type="radio"/></p> <p>Balances without support</p>	<p>Building <input type="radio"/></p> <p>Maintains balance while moving</p>	<p>Integrating <input type="radio"/></p> <p>Coordinates multiple movements involving balance</p>
	<ul style="list-style-type: none"> ▶ Balances on one foot without support for a few seconds. ▶ Briefly stands on one foot while putting the other foot through a pant leg. ▶ Walks on a line without stepping off the line. 	<ul style="list-style-type: none"> ▶ Hops on one foot for a few hops. ▶ Runs and jumps over small objects. ▶ Changes direction when running. 	<ul style="list-style-type: none"> ▶ Runs and kicks a ball. ▶ Holds a Ping-Pong ball on a spoon while walking. ▶ Walks on a low wall or low balance beam. ▶ Balances a beanbag on his or her head. ▶ Hops on one foot five or more times.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 40: Fine motor skills

Definition: Child refines the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities



1. Mark the developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Exploring <input type="radio"/></p> <p>Manipulates large objects using both hands in the same way to accomplish a simple task</p> <p>Examples</p>	<p style="text-align: center;">Developing <input type="radio"/></p> <p>Uses fingers and both hands, with each hand doing something different, to smoothly accomplish simple tasks</p>	<p style="text-align: center;">Building <input type="radio"/></p> <p>Uses fingers to manipulate smaller objects or objects requiring precise eye-hand coordination</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Shows increasing refinement and detail in fine motor movements requiring finger strength or control</p>
<ul style="list-style-type: none"> ▶ Unbuttons a large button. ▶ Turns two knobs at the same time on an activity box. ▶ Strings large beads. ▶ Tears paper into smaller pieces. ▶ Uses two hands to pour from a pitcher into a cup held by an adult. 	<ul style="list-style-type: none"> ▶ Cuts play dough with one hand while holding it in place with the other hand. ▶ Uses scissors to cut paper into smaller pieces. ▶ Positions large blocks using both hands. ▶ Using both hands, pours water from one container to another on own. ▶ Drives nails and pegs with a hammer. 	<ul style="list-style-type: none"> ▶ Hits intended keys on a computer keyboard. ▶ Strings small beads. ▶ Balances small blocks in a tower or connects small interlocking blocks. ▶ Holds crayon with fingers instead of fist. 	<ul style="list-style-type: none"> ▶ Uses scissors to cut out an object. ▶ Attempts to copy letters or simple shapes such as circles, plus signs, or stick figures. ▶ Uses computer keyboard and mouse with accuracy. ▶ Uses an eyedropper to transfer liquid from one container to another.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 41: Personal care routines

Definition: Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Participates in own personal cleanliness, with help or supervision from adult</p>	<p>Developing <input type="radio"/></p> <p>Follows through on personal cleanliness, with some reminders</p>	<p>Building <input type="radio"/></p> <p>Takes care of personal cleanliness on his own</p>	<p>Integrating <input type="radio"/></p> <p>Shows an understanding of why personal cleanliness is important</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Blows nose when an adult holds the tissue. ▶ Holds her hands under water and rubs her hands together when an adult turns the water on. ▶ Allows an adult to put a sweater on her. 	<ul style="list-style-type: none"> ▶ Takes a tissue and blows his nose into the tissue when reminded. ▶ After toileting, washes hands by herself when requested by an adult. ▶ Tries to wash paint off his arm. 	<ul style="list-style-type: none"> ▶ Uses a tissue, when needed, without being reminded. ▶ Washes hands without a reminder before eating and after toileting. ▶ Puts a sweater on without a reminder when going out to play in cold weather. 	<ul style="list-style-type: none"> ▶ Communicates, "Tissues stop germs." ▶ Reminds other children to wash their hands so that they don't get sick or get others sick. ▶ Communicates, "Don't put the applesauce spoon in your mouth!"

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 42: Healthy lifestyle

Definition: Child shows increasing independence in making healthy life choices



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Follows guidance given by adults about rest, health, food choices, and physical activity</p> <p>Examples</p>	<p>Developing <input type="radio"/></p> <p>Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult</p>	<p>Building <input type="radio"/></p> <p>Independently takes care of some basic needs like rest, healthy food choices, and physical activity</p>	<p>Integrating <input type="radio"/></p> <p>Communicates to others about making healthy choices</p>
<ul style="list-style-type: none"> ▶ When a spoon falls on the floor, follows an adult's suggestion to get a clean spoon. ▶ Participates in physical activity during a free playtime. ▶ When told it is rest time, lies on a mat. 	<ul style="list-style-type: none"> ▶ Sometimes puts spoon aside if it has fallen on the floor and sometimes needs guidance. ▶ Communicates, "I am hungry" when he or she wants to eat. ▶ When overheated, slows down physical activity when directed by an adult. 	<ul style="list-style-type: none"> ▶ Asks for clean spoon if it falls on the floor. ▶ When tired, stops and plays a quieter game or rests before resuming activity. ▶ Communicates, "I'm tired. I want to rest now." 	<ul style="list-style-type: none"> ▶ Suggests getting a clean spoon to a child who has dropped her spoon. ▶ Pretends to feed fruit or vegetables to a doll and tells the doll, "This is good for you." ▶ Runs and communicates, "I'm exercising."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶



Measure 43: Personal safety

Definition: Child shows increasing awareness of safety practices that minimize risk and support healthy growth



1. Mark the developmental level the child has mastered.

Not yet at first level

<p>Exploring <input type="radio"/></p> <p>Cooperates when requested to follow simple safety rules</p>	<p>Developing <input type="radio"/></p> <p>Usually follows simple safety rules on her own</p>	<p>Building <input type="radio"/></p> <p>Applies known safety rules in a variety of situations</p>	<p>Integrating <input type="radio"/></p> <p>Communicates an understanding of safety rules to others</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Looks to his teacher for instructions when he hears the fire alarm bell. ▶ When reminded, takes an adult's hand while crossing the street. ▶ Will move away from a bike trail when asked. ▶ Follows adult direction not to build her block tower too high. 	<ul style="list-style-type: none"> ▶ Usually responds to the fire drill bell correctly. ▶ Leaves scissors at the table. ▶ Stops at the curb and doesn't step into the street. ▶ Usually is careful not to bump into other children or what they are making or playing with. ▶ Usually is careful on outdoor equipment. 	<ul style="list-style-type: none"> ▶ Responds to fire drill bell correctly even when not in his usual classroom. ▶ Remembers to walk when indoors. ▶ Refrains from sitting on tabletops, shelves, etc. 	<ul style="list-style-type: none"> ▶ Tells other children to line up when he hears the fire alarm bell. ▶ While riding a trike, avoids bumping into others. ▶ Tells a child riding in the wrong direction to go the other way, so he won't crash. ▶ Reminds other children to stop at the curb.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain here. ▶

