

DRDP (2015)



Preschool Fundamental View

For use with preschool-age children with Individualized Education Programs (IEPs)



DRDP (2015) **Preschool Fundamental View** Pocket Rating Booklet
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Desired Results Access Project

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This Pocket Rating Booklet can be used as a companion to the full DRDP (2015) Preschool Fundamental View instrument and includes the Measures-at-a-Glance, Quick Rating Guide, Adaptations, and the DRDP (2015) measures without the examples. See the full DRDP (2015) for more information and for the Information Page and Rating Record.

- Print single-sided and cut these pages into quarters.
- Punch holes in the corners where indicated and bind with a ring.
- If laminated, dry erase markers can be used to mark ratings and take notes while observing a child, then wiped off to reuse.
- Remember to transfer your ratings to an Information Page/Rating Record for each child.

The DRDP (2015) Instrument and other resources are available on our website: draccess.org

DRDP (2015) **PS** Fundamental View Measures at-a-Glance

ATL-REG Approaches to Learning –Self-Regulation 	1	Attention Maintenance
	2	Self-Comforting
	3	Imitation
	4	Curiosity and Initiative in Learning
	5	Self-Control of Feelings and Behavior
	6	Engagement and Persistence
	7	Shared Use of Space and Materials
SED Social and Emotional Development 	1	Identity of Self in Relation to Others
	2	Social and Emotional Understanding
	3	Relationships and Social Interactions with Familiar Adults
	4	Relationships and Social Interactions with Peers
	5	Symbolic and Sociodramatic Play
LLD Language and Literacy Development 	1	Understanding of Language (Receptive)
	2	Responsiveness to Language
	3	Communication and Use of Language (Expressive)
	4	Reciprocal Communication and Conversation
	5	Interest in Literacy
	6	Comprehension of Age-Appropriate Text
	7	Concepts About Print
	8	Phonological Awareness
	9	Letter and Word Knowledge
	10	Emergent Writing

ELD English Language Development 	1	Comprehension of English (Receptive English)
	2	Self-Expression in English (Expressive English)
	3	Understanding and Response to English Literacy Activities
	4	Symbol, Letter, and Print Knowledge in English
COG Cognition, Including Math and Science 	1	Spatial Relationships
	2	Classification
	3	Number Sense of Quantity
	4	Number Sense of Math Operations
	5	Measurement
	6	Patterning
	7	Shapes
PD-HLTH Physical Development–Health 	1	Perceptual-Motor Skills and Movement Concepts
	2	Gross Locomotor Movement Skills
	3	Gross Motor Manipulative Skills
	4	Fine Motor Manipulative Skills
	5	Safety
	6	Personal Care Routines: Hygiene
	7	Personal Care Routines: Feeding
	8	Personal Care Routines: Dressing
	9	Active Physical Play
	10	Nutrition

4. Determine the child's level of mastery

Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging

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

Important Note: When reading the descriptors, be sure you understand and pay attention to semicolons and the words "or" and "and." Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

- The word "or" – the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
- The word "and" – all parts of the descriptor are required for mastery and need to be observed together.
- A semi-colon (;) followed by the word "and" – the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

Quick Guide to Rating the Measures

1. Review your documentation/evidence

Review your observation notes, observations from others (including teachers, family members/caregivers, and other service providers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery

Read the descriptors and try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, or skills defined at that level:

- Consistently over time
- In different situations or settings

3. Consider the examples

Refer to the full DRDP (2015) Preschool Fundamental View Instrument for examples. The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

The Seven Categories of Adaptations

1. Augmentative or alternative communication system

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.

2. Alternative Mode for Written Language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.

3. Visual Support

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

4. Assistive Equipment or Device

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

5. Functional Positioning

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

6. Sensory Support

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

7. Alternative Response Mode

The form of a child's behavior may differ from typical development (such as avoiding looking at people while speaking to them) but still be rated as demonstrating mastery. This adaptation allows for differences in the child's behavior rather than modifications to the environment.

ATL-REG 1 Attention Maintenance

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials



Integrat.	<input type="radio"/> Earlier	
	<input type="radio"/> Later	
Building	<input type="radio"/> Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Maintains attention on own during activities that last for extended periods of time
Exploring	<input type="radio"/> Later	Maintains attention, with adult support, during activities that last for extended periods of time
	<input type="radio"/> Earlier	Maintains attention, on own or with adult support, during brief activities
Responding	<input type="radio"/> Later	Shifts attention frequently from one person or thing to another
	<input type="radio"/> Earlier	Attends or responds briefly to people, things, or sounds

Emerging Unable to rate

ATL-REG 2 Self-Comforting

Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation



Integrat.	<input type="radio"/> Earlier	
	<input type="radio"/> Later	
Building	<input type="radio"/> Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways
Exploring	<input type="radio"/> Later	Comforts self in different ways, based on the situation
	<input type="radio"/> Earlier	Comforts self by seeking a familiar adult or a special thing
Responding	<input type="radio"/> Later	Engages in behaviors that have previously worked to soothe self
	<input type="radio"/> Earlier	Responds to internal or external stimulation in basic ways

Emerging Unable to rate

ATL-REG 3 Imitation

Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways



Integrat.	<input type="radio"/> Earlier	
	<input type="radio"/> Later	
Building	<input type="radio"/> Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Imitates multiple steps of others' actions, <i>or</i> Repeats phrases, experienced at an earlier time
Exploring	<input type="radio"/> Later	Imitates a few actions, <i>or</i> Repeats familiar actions or words experienced at an earlier time
	<input type="radio"/> Earlier	Imitates actions, <i>or</i> Repeats familiar words or gestures by others when interacting with them
Responding	<input type="radio"/> Later	Imitates approximations of single simple actions or sounds when interacting with others
	<input type="radio"/> Earlier	Responds to facial expressions or vocalizations in basic ways

Emerging Unable to rate

ATL-REG 4 Curiosity and Initiative in Learning

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



Integrat.	<input type="radio"/> Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
	<input type="radio"/> Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Building	<input type="radio"/> Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
	<input type="radio"/> Earlier	Explores through simple observations, or manipulations, or asking simple questions
Exploring	<input type="radio"/> Later	Explores new ways to use familiar things, including simple trial and error
	<input type="radio"/> Earlier	Explores people or things in the immediate environment
Responding	<input type="radio"/> Later	Notices new or unexpected characteristics or actions of people or things
	<input type="radio"/> Earlier	Responds to people, things, or sounds

Emerging Unable to rate

ATL-REG 5 Self-Control of Feelings & Behavior

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



Integrat.	<input type="radio"/> Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
	<input type="radio"/> Later	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors
Building	<input type="radio"/> Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
	<input type="radio"/> Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Exploring	<input type="radio"/> Later	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
	<input type="radio"/> Earlier	Calms self when a familiar adult initiates contact, moves close, or offers a special thing
Responding	<input type="radio"/> Later	Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
	<input type="radio"/> Earlier	Calms when comforted by an adult

Emerging Unable to rate

ATL-REG 6 Engagement and Persistence

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



Integrat.	<input type="radio"/> Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
	<input type="radio"/> Later	Works through challenges on own while engaged in self-selected activities
Building	<input type="radio"/> Middle	Continues self-selected activities on own, seeking adult support to work through challenges
	<input type="radio"/> Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Exploring	<input type="radio"/> Later	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity
	<input type="radio"/> Earlier	Participates in a simple activity briefly
Responding	<input type="radio"/> Later	<i>There are no earlier levels for this measure</i>
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

ATL-REG 7 Shared Use of Space and Materials

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



Integrat.	<input type="radio"/> Earlier	Offers to share space or materials with others in the absence of explicit expectations for sharing
	<input type="radio"/> Later	Follows expectations or procedures for sharing, most of the time, without adult prompting
Building	<input type="radio"/> Middle	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
	<input type="radio"/> Earlier	Shows awareness that other children might want to use materials, by taking action to control the materials
Exploring	<input type="radio"/> Later	Takes and plays with materials of interest, even when they are being used by another child
	<input type="radio"/> Earlier	Demonstrates preferences for a few specific toys or materials
Responding	<input type="radio"/> Later	<i>There are no earlier levels for this measure</i>
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

SED 1 Identity of Self in Relation to Others

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



Integrat.	<input type="radio"/> Earlier	Compares own preferences or feelings to those of others
	<input type="radio"/> Later	Describes own preferences or feelings; <i>and</i> Describes the feelings or desires of family members, friends, or other familiar people
Building	<input type="radio"/> Middle	Describes self or others based on physical characteristics
	<input type="radio"/> Earlier	Expresses simple ideas about self and connection to others
Exploring	<input type="radio"/> Later	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)
	<input type="radio"/> Earlier	Recognizes self and familiar people
Responding	<input type="radio"/> Later	Uses senses to explore self and others
	<input type="radio"/> Earlier	Responds in basic ways to others

Emerging Unable to rate

SED 2 Social and Emotional Understanding

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



Integrat.	<input type="radio"/> Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
	<input type="radio"/> Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Building	<input type="radio"/> Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
	<input type="radio"/> Earlier	Identifies own or others' feelings
Exploring	<input type="radio"/> Later	Adjusts behavior in response to emotional expressions of people who are less familiar
	<input type="radio"/> Earlier	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations
Responding	<input type="radio"/> Later	Shows awareness of what to expect from familiar people by responding to or anticipating their actions
	<input type="radio"/> Earlier	Responds to faces, voices, or actions of other people

Emerging Unable to rate

SED 3 Relationships & Social Interactions w/...

Child develops close relationships with one or more familiar adults ... and interacts in an increasingly competent and cooperative manner...



Integrat.	<input type="radio"/> Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
	<input type="radio"/> Later	Takes initiative in creating cooperative activities with a familiar adult
Building	<input type="radio"/> Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
	<input type="radio"/> Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Exploring	<input type="radio"/> Later	Initiates activities with familiar adults; <i>and</i> Seeks out assistance or support from familiar adults
	<input type="radio"/> Earlier	Interacts in simple ways with familiar adults and tries to maintain the interactions
Responding	<input type="radio"/> Later	Shows a preference for familiar adults and tries to interact with them
	<input type="radio"/> Earlier	Responds to faces, voices, or actions of familiar people

Emerging Unable to rate

SED 4 Relationships & Social Interactions w/ Peers

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



Integrat.	<input type="radio"/> Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
	<input type="radio"/> Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Building	<input type="radio"/> Middle	Participates in extended episodes of cooperative play (including pretend play) with one or two friends
	<input type="radio"/> Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Exploring	<input type="radio"/> Later	Interacts in simple ways with familiar peers as they play side by side
	<input type="radio"/> Earlier	Plays alongside other children, rarely interacting with them
Responding	<input type="radio"/> Later	Shows interest in other children
	<input type="radio"/> Earlier	Shows awareness of other people, including children

Emerging Unable to rate

SED 5 Symbolic and Sociodramatic Play

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



Integrat.	<input type="radio"/> Earlier	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
	<input type="radio"/> Later	Engages in roles in pretend-play sequences with others
Building	<input type="radio"/> Middle	Engages in pretend play with others around a shared idea
	<input type="radio"/> Earlier	Engages in pretend-play sequences
Exploring	<input type="radio"/> Later	Pretends that an object represents another object or serves a different purpose
	<input type="radio"/> Earlier	Uses or combines objects in functional or meaningful ways
Responding	<input type="radio"/> Later	Explores people and objects in a variety of ways
	<input type="radio"/> Earlier	Responds to people or objects in basic ways

Emerging Unable to rate

LLD 1 Understanding of Language (Receptive)

Child understands increasingly complex communication and language



Integra.	<input type="radio"/> Earlier	Shows understanding of a series of complex statements that explain how or why things happen
	<input type="radio"/> Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Building	<input type="radio"/> Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
	<input type="radio"/> Earlier	Shows understanding of a wide variety of phrases or sentences
Exploring	<input type="radio"/> Later	Shows understanding of frequently used simple phrases or sentences
	<input type="radio"/> Middle	Shows understanding of a variety of single words
	<input type="radio"/> Earlier	Recognizes a few frequently used words or gestures in familiar situations
Responding	<input type="radio"/> Later	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)
	<input type="radio"/> Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways

Emerging Unable to rate

LLD 2 Responsiveness to Language

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



Integra.	<input type="radio"/> Earlier	Carries out multi-step requests that involve a new or unfamiliar activity or situation
	<input type="radio"/> Later	Carries out multi-step requests that involve a familiar activity or situation
Building	<input type="radio"/> Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
	<input type="radio"/> Earlier	Responds to one-step requests or questions that involve a familiar activity or routine
Exploring	<input type="radio"/> Later	Responds to simple comments that relate to a present situation
	<input type="radio"/> Earlier	Responds to a few frequently used words or gestures in familiar situations
Responding	<input type="radio"/> Later	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)
	<input type="radio"/> Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways

Emerging Unable to rate

LLD 3 Communication & Use of Language (Expressive)

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



Integra.	<input type="radio"/> Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
	<input type="radio"/> Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
Building	<input type="radio"/> Middle	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate
	<input type="radio"/> Earlier	Uses short phrases or sentences of more than two words to communicate
Exploring	<input type="radio"/> Later	Uses two words together to communicate
	<input type="radio"/> Middle	Uses a variety of single words to communicate
	<input type="radio"/> Earlier	Uses a few "first words," word-like sounds, or gestures to communicate
Responding	<input type="radio"/> Later	Uses sounds, gestures, or facial expressions to communicate
	<input type="radio"/> Earlier	Makes sounds spontaneously

Emerging Unable to rate

LLD 4 Reciprocal Communication & Conversation

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



Integra.	<input type="radio"/> Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
	<input type="radio"/> Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Building	<input type="radio"/> Middle	Engages in brief conversations with a shared focus
	<input type="radio"/> Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Exploring	<input type="radio"/> Later	Engages in brief back-and-forth communication, combining words to communicate meaning
	<input type="radio"/> Middle	Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning
	<input type="radio"/> Earlier	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions
Responding	<input type="radio"/> Later	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions
	<input type="radio"/> Earlier	Responds to sounds or movements of others in basic ways

Emerging Unable to rate

LLD 5 Interest in Literacy

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



Integra.	<input type="radio"/> Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
	<input type="radio"/> Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Building	<input type="radio"/> Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
	<input type="radio"/> Earlier	Looks at books page by page, <i>or</i> Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Exploring	<input type="radio"/> Later	Looks at books on own briefly, <i>or</i> Chooses to join reading, singing, or rhyming activities led by an adult
	<input type="radio"/> Earlier	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes
Responding	<input type="radio"/> Later	Plays with books; <i>and</i> Responds to other literacy activities
	<input type="radio"/> Earlier	Attends or responds to people or things in basic ways

Emerging Unable to rate

LLD 6 Comprehension of Age-Appropriate Text

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



Integra.	<input type="radio"/> Earlier	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
	<input type="radio"/> Later	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect
Building	<input type="radio"/> Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
	<input type="radio"/> Earlier	Makes comments or asks questions about text presented in books or the environment
Exploring	<input type="radio"/> Later	Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult
	<input type="radio"/> Middle	Shows interest when attending to books, pictures, or print materials, with an adult
	<input type="radio"/> Earlier	<i>There are no earlier levels for this measure</i>
Responding	<input type="radio"/> Later	
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

LLD 7 Concepts About Print

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



Integra.	<input type="radio"/> Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
	<input type="radio"/> Later	Demonstrates understanding of how to follow print on a page of text
Building	<input type="radio"/> Middle	Demonstrates understanding that print and symbols carry meaning
	<input type="radio"/> Earlier	Demonstrates awareness of the way books are handled
Exploring	<input type="radio"/> Later	Engages with print materials while being read to by an adult
	<input type="radio"/> Middle	Explores books
	<input type="radio"/> Earlier	<i>There are no earlier levels for this measure</i>
Responding	<input type="radio"/> Later	
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

LLD 8 Phonological Awareness

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



Integra.	<input type="radio"/> Earlier	Blends smaller units of language (e.g., <i>onsets and rimes</i>), with or without the support of pictures or objects; <i>and</i> Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects
	<input type="radio"/> Later	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; <i>and</i> Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects
Building	<input type="radio"/> Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
	<input type="radio"/> Earlier	Engages actively in play with sounds in words or rhymes, <i>or</i> Sings simple songs, <i>or</i> Repeats simple nursery rhymes
Exploring	<input type="radio"/> Later	Demonstrates awareness of variations in sounds
	<input type="radio"/> Middle	Attends to sounds or elements of language
	<input type="radio"/> Earlier	<i>There are no earlier levels for this measure</i>
Responding	<input type="radio"/> Later	
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

LLD 9 Letter and Word Knowledge

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



Integra.	<input type="radio"/> Earlier	Identifies most uppercase letters; <i>and</i> identifies most lowercase letters; <i>and</i> Shows understanding that a letter corresponds to a sound in words
	<input type="radio"/> Later	Identifies ten or more letters (not necessarily at the same time); <i>and</i> Shows understanding that letters make up words
Building	<input type="radio"/> Middle	Identifies some letters by name
	<input type="radio"/> Earlier	Demonstrates awareness of a few letters in the environment
Exploring	<input type="radio"/> Later	Demonstrates awareness of a few common simple symbols in the environment
	<input type="radio"/> Middle	Demonstrates awareness that pictures represent people or things
	<input type="radio"/> Earlier	<i>There are no earlier levels for this measure</i>
Responding	<input type="radio"/> Later	
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

LLD 10 Emergent Writing

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



Integra.	<input type="radio"/> Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations
	<input type="radio"/> Later	Uses letters or clearly recognizable approximations of letters to write own name
Building	<input type="radio"/> Middle	Makes marks to represent own name or words
	<input type="radio"/> Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Exploring	<input type="radio"/> Later	Makes scribble marks
	<input type="radio"/> Middle	Makes marks on paper
	<input type="radio"/> Earlier	<i>There are no earlier levels for this measure</i>
Responding	<input type="radio"/> Later	
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

ELD 1 Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English



<input type="radio"/> Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes
<input type="radio"/> Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
<input type="radio"/> Developing English	Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
<input type="radio"/> Exploring English	Attends to interactions in English and sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words in familiar contexts or routines
<input type="radio"/> Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)
<input type="radio"/> Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations

Not rated Emerging Unable to rate

ELD 2 Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English



<input type="radio"/> Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)
<input type="radio"/> Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
<input type="radio"/> Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
<input type="radio"/> Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
<input type="radio"/> Discovering English	Communicates in home language or nonverbally, or both
<input type="radio"/> Discovering Language	Uses a few "first words" or word-like sounds or gestures to communicate in home language

Not rated Emerging Unable to rate

ELD 3 Understanding and Response to English...



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

<input type="radio"/> Integrating English	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)
<input type="radio"/> Building English	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)
<input type="radio"/> Developing English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)
<input type="radio"/> Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
<input type="radio"/> Discovering English	Participates in literacy activities in home language; <i>and</i> Attends to simple literacy activities in English with some support
<input type="radio"/> Discovering Language	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language

Not rated Emerging Unable to rate

ELD 4 Symbol, Letter, and Print Knowledge in...



Child shows an increasing understanding that print in English carries meaning

<input type="radio"/> Integrating English	Identifies at least ten English letters; <i>and</i> Identifies a few printed words frequently used in English
<input type="radio"/> Building English	Identifies several English letters; <i>and</i> Recognizes own name in English print
<input type="radio"/> Developing English	Demonstrates understanding that English print consists of distinct letters with names in English
<input type="radio"/> Exploring English	Demonstrates awareness that print in English carries meaning
<input type="radio"/> Discovering English	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
<input type="radio"/> Discovering Language	Demonstrates awareness that pictures or objects can represent people or things

Not rated Emerging Unable to rate

COG 1 Spatial Relationships



Child increasingly shows understanding of how objects move in space or fit in different spaces

Integrat.	<input type="radio"/> Earlier	
	<input type="radio"/> Later	
Building	<input type="radio"/> Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space
Exploring	<input type="radio"/> Later	Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities
	<input type="radio"/> Earlier	Explores how self or objects fit in or fill up different spaces
Responding	<input type="radio"/> Later	Attends or responds as objects, people, or own body move through space
	<input type="radio"/> Earlier	Moves body parts in basic ways

Emerging Unable to rate

COG 2 Classification



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

Integrat.	<input type="radio"/> Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
	<input type="radio"/> Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Building	<input type="radio"/> Middle	Sorts objects accurately into two or more groups based on one attribute
	<input type="radio"/> Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Exploring	<input type="radio"/> Later	Selects some objects that are similar from a collection of objects
	<input type="radio"/> Earlier	Associates a person or object with another person or object, based on a similarity or relationship between them
Responding	<input type="radio"/> Later	Interacts differently with familiar people and objects than with unfamiliar people and objects
	<input type="radio"/> Earlier	Attends to people, objects, or events

Emerging Unable to rate

COG 3 Number Sense of Quantity

Child shows developing understanding of number and quantity



Integrat.	<input type="radio"/> Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20
	<input type="radio"/> Later	Shows understanding that the last number counted is the total number of objects in the group
Building	<input type="radio"/> Middle	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten
	<input type="radio"/> Earlier	Identifies small quantities without counting, up to three
Exploring	<input type="radio"/> Later	Uses number names, but not always correctly, in situations related to number or quantity
	<input type="radio"/> Earlier	Demonstrates awareness of quantity
Responding	<input type="radio"/> Later	Responds to changes in the number of objects observed or interacted with
	<input type="radio"/> Earlier	Responds to people or objects in basic ways

Emerging Unable to rate

COG 4 Number Sense of Math Operations

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



Integrat.	<input type="radio"/> Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
	<input type="radio"/> Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Building	<input type="radio"/> Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
	<input type="radio"/> Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
Exploring	<input type="radio"/> Later	Manipulates objects and explores the change in the number in a group
	<input type="radio"/> Earlier	Demonstrates awareness of quantity
Responding	<input type="radio"/> Later	<i>There are no earlier levels for this measure</i>
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

COG 5 Measurement

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



Integrat.	<input type="radio"/> Earlier	Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)
	<input type="radio"/> Later	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
Building	<input type="radio"/> Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words
	<input type="radio"/> Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
Exploring	<input type="radio"/> Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
	<input type="radio"/> Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Responding	<input type="radio"/> Later	<i>There are no earlier levels for this measure</i>
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

COG 6 Patterning

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



Integrat.	<input type="radio"/> Earlier	Creates, copies, or extends complex patterns (with three or more elements)
	<input type="radio"/> Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Building	<input type="radio"/> Middle	Attempts to create simple repeating patterns (with two elements)
	<input type="radio"/> Earlier	Matches simple sequences that are seen, heard, or experienced
Exploring	<input type="radio"/> Later	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
	<input type="radio"/> Earlier	Notices and responds to simple repeating sequences
Responding	<input type="radio"/> Later	<i>There are no earlier levels for this measure</i>
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

COG 7 Shapes

Child shows an increasing knowledge of shapes and their characteristics



Integrat.	<input type="radio"/> Earlier	Describes several shapes and the differences between them
	<input type="radio"/> Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Building	<input type="radio"/> Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
	<input type="radio"/> Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Exploring	<input type="radio"/> Later	Manipulates objects based on shape
	<input type="radio"/> Earlier	Explores shapes of objects
Responding	<input type="radio"/> Later	<i>There are no earlier levels for this measure</i>
	<input type="radio"/> Earlier	

Not yet Emerging Unable to rate

PD-HLTH 1 Perceptual-Motor Skills and Move...

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



Integrat.	<input type="radio"/> Earlier	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
	<input type="radio"/> Later	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
Building	<input type="radio"/> Middle	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
	<input type="radio"/> Earlier	Tries different ways to coordinate movements of large or small body parts
Exploring	<input type="radio"/> Later	Demonstrates awareness of major body parts by exploring their movement potential
	<input type="radio"/> Earlier	Uses sensory information to control body while exploring people, objects, or changes in the physical environment
Responding	<input type="radio"/> Later	Responds to sensory information by moving body or limbs to reach for or move toward people or objects
	<input type="radio"/> Earlier	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts

Emerging Unable to rate

PD-HLTH 2 Gross Locomotor Movement Skills

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



Integra.	<input type="radio"/> Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities
	<input type="radio"/> Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Building	<input type="radio"/> Middle	Coordinates and controls individual locomotor movements, with some success
	<input type="radio"/> Earlier	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Exploring	<input type="radio"/> Later	Coordinates basic movements in an upright position without using support
	<input type="radio"/> Middle	Coordinates movement of whole body while upright, using support
	<input type="radio"/> Earlier	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
Responding	<input type="radio"/> Later	Moves two or more body parts together, often with intention
	<input type="radio"/> Earlier	Moves in basic and often involuntary ways

Emerging Unable to rate

PD-HLTH 3 Gross Motor Manipulative Skills

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



Integra.	<input type="radio"/> Earlier	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
	<input type="radio"/> Later	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
Building	<input type="radio"/> Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
	<input type="radio"/> Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Exploring	<input type="radio"/> Later	Manipulates objects, using one or more body parts, with limited stability
	<input type="radio"/> Middle	Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support
	<input type="radio"/> Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects
Responding	<input type="radio"/> Later	Uses arms, legs, or body to move toward or reach for people or objects
	<input type="radio"/> Earlier	Moves in basic and often involuntary ways

Emerging Unable to rate

PD-HLTH 4 Fine Motor Manipulative Skills

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



Integrat.	<input type="radio"/> Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
	<input type="radio"/> Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Building	<input type="radio"/> Middle	Manipulates objects with both hands doing different movements
	<input type="radio"/> Earlier	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Exploring	<input type="radio"/> Later	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects
	<input type="radio"/> Middle	Grasps objects with fingers and thumb
	<input type="radio"/> Earlier	Grasps objects with entire hand
Responding	<input type="radio"/> Later	Uses arms or hands to make contact with objects in the environment
	<input type="radio"/> Earlier	Moves arms or hands in basic ways

Emerging Unable to rate

PD-HLTH 5 Safety

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



Integrat.	<input type="radio"/> Earlier	Communicates an understanding of some safety practices to others
	<input type="radio"/> Later	Applies basic safety practices on own across different situations
Building	<input type="radio"/> Middle	Follows basic safety practices on own in familiar environments, with occasional adult reminders
	<input type="radio"/> Earlier	Follows basic safety practices, with close adult supervision
Exploring	<input type="radio"/> Later	Follows adults' guidance about basic safety practices
	<input type="radio"/> Earlier	Seeks to make contact with familiar adult
Responding	<input type="radio"/> Later	Responds to situations that make child feel unsafe
	<input type="radio"/> Earlier	Reacts to unpleasant stimulation or events in basic ways

Emerging Unable to rate

PD-HLTH 6 Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene



Integrat.	<input type="radio"/> Earlier	Initiates and completes familiar hygiene routines on own
	<input type="radio"/> Later	Initiates and carries out most steps of familiar hygiene routines on own
Building	<input type="radio"/> Middle	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
	<input type="radio"/> Earlier	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration
Exploring	<input type="radio"/> Later	Participates in own hygiene routines, with an adult
	<input type="radio"/> Earlier	Anticipates one or two steps of a hygiene routine
Responding	<input type="radio"/> Later	Responds in ways that demonstrate awareness of a hygiene routine
	<input type="radio"/> Earlier	Responds in basic ways during personal care routines that involve hygiene

Emerging Unable to rate

PD-HLTH 7 Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency



Integrat.	<input type="radio"/> Earlier	Prepares simple foods to serve to self or others
	<input type="radio"/> Later	Serves self or others by scooping or pouring from containers
Building	<input type="radio"/> Earlier	Feeds self a wide variety of foods using a spoon, fork, and an open cup
	<input type="radio"/> Later	Feeds self some foods using a spoon and cup, sometimes needing help
Exploring	<input type="radio"/> Earlier	Feeds self some finger food items
	<input type="radio"/> Later	Shows interest in participating in the process of being fed
Responding	<input type="radio"/> Earlier	Responds in basic ways during feeding

Emerging Unable to rate

