Print Clear Save

DRDP (2025)

An Early Childhood Developmental Continuum

PTK View Rating Booklet

For use with children with Individualized Education Programs (IEPs)

Child's name (first and last) _____

Statewide Student Identifier (10-digit SSID) _____

Assessment period (e.g., fall 2026) _____

Date DRDP was completed (e.g., 09/08/2026) _____ / _____ / _____
month day year

Quick Guide to Rating the Measures

1. Review your documentation and evidence

Review your observation notes, observations from others (including educators, family members/caregivers, and other service providers, obtained through interviews 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 descriptors, looking for mastery

Read the descriptors and determine which developmental level 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, skills, and behaviors defined at that level:

- Consistently,
- Over time, and
- In different situations or settings.

Children may demonstrate mastery through various communication modes, languages, and behaviors.

3. Consider the examples

Refer to the full DRDP (2025) manual for examples. Examples show some of the possible ways a child might demonstrate mastery; they are not a checklist. A child may demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Determine the child's latest level of mastery

A child may demonstrate behaviors at more than one developmental level. Determine the latest developmental level the child has mastered and mark that level.

5. Indicate if the child is emerging

If the child has mastered one level and is beginning to demonstrate the knowledge, skills, or behaviors at the next level, but not yet consistently, mark the mastered level and **Emerging (EM)**. Do not mark EM if there are no later developmental levels.

Additional Rating Options

Not Yet: For applicable PTK measures, use when the child has not yet mastered the earliest developmental level.

Unable to Rate (UR): Use only when an extended absence has prevented you from gathering enough information to rate the measure.

Important Note: Reading the Descriptors

Some descriptors include multiple skills or behaviors that are numbered or separated by "or" or "and."

- **"Or"** — The child needs to demonstrate only one of the listed behaviors.
- **"And"** — The child must demonstrate all listed behaviors, but not necessarily during the same observation.
- **Numbered descriptors** — Follow the descriptor's directions for how many of the listed behaviors must be demonstrated.

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Child's name (first and last) _____ **Assessment period** (e.g., fall 2026) _____

ATL — Approaches To Learning



ATL 1: Engagement, Attention, and Persistence

☐ EM ☐ UR

Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Orients to people, objects, or changes in the environment	Engages in explorations of people or objects for brief periods	Engages in simple self-initiated activities, sometimes with adult support	Engages in and returns to self-initiated activities after a brief interruption	Engages in self-initiated activities for extended periods of time

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Engages in group learning activities with adult guidance	Manages distractions or challenges with adult support during group learning activities	Manages distractions or challenges on own during group learning activities	Engages in complex adult-selected group learning activities with multiple components	Engages in, with adult support, structured learning and returns to complex adult-selected activities that span several time periods (e.g., morning to afternoon or one day to the next)

ATL 2: Curiosity, Interest, and Initiative

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Orients toward movement or changes in people, objects, or sounds	Shows interest in new or unexpected characteristics or actions of people or objects	Explores objects and notices and responds to interactions with people	Explores new ways to use familiar objects outside of their intended use	Explores self-selected ideas, objects, or events by manipulating, or asking simple "what" or "where" questions

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed "why" or "how" questions, often with adult prompting	Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support	Tries out and builds on new ideas or approaches introduced by adults to extend explorations	Tests how things or materials react under different conditions by modifying actions or approaches	Seeks purposefully to understand new information by making connections to information they know well

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

ATL 3: Problem-Solving

☐ EM ☐ UR

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Orients toward people, sounds, or objects	Explores doing things with people or objects and attends to what happens	Tries different ways to do things using people or objects when encountering problems	Uses effective strategies, suggested by others or observed, to solve problems	Comes up with strategies to solve everyday problems, with adult support

Building Middle ⬭	Building Later ⬭	Integrating Earlier ⬭	Integrating Middle ⬭	Integrating Later ⬭
Identifies different aspects of everyday problems and comes up with strategies to try to solve them	Pauses and examines everyday problems before trying out one or more targeted strategies to solve them	Examines novel or complex problems and seeks help to come up with strategies to solve them	Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support	Uses a variety of strategies to solve novel or complex problems on own

ATL 4: Planning

Child develops increasing ability to set and carry out goals and plans related to learning activities

⬭ Not yet ☐ EM ☐ UR

Responding Earlier N/A	Responding Later N/A	Exploring Earlier N/A	Exploring Later ⬭	Building Earlier ⬭
There are no earlier levels for this measure.	*There are no earlier levels for this measure.*	*There are no earlier levels for this measure.*	Participates in familiar routines and activities	Carries out the next two steps of familiar learning activities

Building Middle ⬭	Building Later ⬭	Integrating Earlier ⬭	Integrating Middle ⬭	Integrating Later ⬭
Carries out the next one or two steps of new learning activities	Makes and carries out a one- or two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder)	Makes and carries out a one- or two-step plan using familiar strategies for new learning activities, sometimes with adult support	Makes and carries out a multi-step plan for new learning activities on own or with peers	Extends a multi-step plan beyond the initial goal on own or with peers

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

SED — Social and Emotional Development



SED 1: Self-Awareness

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to others	Uses senses and movement to explore self and others	Responds to their own name or nickname	Communicates own needs and wants	Expresses simple ideas about self and connection to others

Building Middle ⬭	Building Later ⬭	Integrating Earlier ⬭	Integrating Middle ⬭	Integrating Later ⬭
Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing)	Describes several of own preferences	Compares own preferences, feelings, or cultural practices to those of others	Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., "I'm shy at school")	Identifies strengths and weaknesses by comparing self with others

SED 2: Social Awareness

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to faces, voices, or actions of other people	Anticipates what familiar people will do in repeated experiences such as care routines	Shares a common focus with another person	Acts in response to what they think another person wants	Communicates about others' feelings, behaviors, or preferences

Building Middle ⬭	Building Later ⬭	Integrating Earlier ⬭	Integrating Middle ⬭	Integrating Later ⬭
Communicates that others' behaviors are related to their thoughts or feelings	Communicates that others' behaviors are related to their consistent preferences or past experiences	Acknowledges that the thoughts or feelings of others can be different from child's own	Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel	Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

SED 3: Relationships and Reciprocal Interactions with Familiar Adults

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

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds to faces, voices, or actions of people nearby	Shows interest in familiar adults	Shows a preference for interacting with familiar adults over unfamiliar adults	Participates in familiar routines and activities with familiar adults	Interacts for extended periods with familiar adults in a variety of situations

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences	Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term	Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities	Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own	Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own

SED 4: Relationships and Interactions with Peers

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Shows awareness of other people, including children	Shows interest in nearby children	Indicates interest in being near peers and orients own activity to a peer's activity	Engages with peers in brief back-and-forth of objects, actions, or words	Plays together with various peers for brief amounts of time, when initiated or supported by an adult

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Initiates or joins cooperative play with peers or preferred peers	Maintains cooperative play with peers or preferred peers for extended amounts of time	Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles	Chooses preferred peers or peers to play or work with and compromises with them to achieve goals	Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Child's name (first and last) _____ **Assessment period** (e.g., fall 2026) _____

SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Calms in response to care from a familiar adult	Orients to a familiar adult when distressed and responds when comforted by them	Shows preference for certain familiar adults for comfort and care	Comforts self or seeks comfort from familiar adults	Seeks out familiar adults for support when experiencing an emotion

Building Middle ⬭	Building Later ⬭	Integrating Earlier ⬭	Integrating Middle ⬭	Integrating Later ⬭
Recognizes basic emotions (e.g., happy, mad) in self	Makes connections for reasons behind basic emotions, sometimes with adult support	Uses a few strategies to process their emotions, sometimes with adult support	Makes connections between some of their emotional experiences and sensory experiences	Uses numerous or varied strategies to process their emotions in different situations

FLD — Foundational Language Development

FLD 1: Understanding Language (Receptive)

Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Middle ⬭	Exploring Later ⬭
Responds to sounds or sights nearby in the environment	Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces	Shows understanding that communication with gestures, words, or signs carries meaning	Shows understanding of a variety of single words in their environment	Shows understanding of frequently used simple phrases or sentences, in the present

Building Earlier ⬭	Building Middle ⬭	Building Later ⬭	Integrating Earlier ⬭	Integrating Middle ⬭	Integrating Later ⬭
Shows understanding of phrases or sentences, including those referring to the past or future	Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities)	Shows understanding of language, which refers to abstract concepts, including imaginary events	Shows understanding of a variety of statements that explain how or why things happen	Shows understanding of a variety of statements that explain how, why, or the order in which things happen	Shows understanding of a variety of verbs that differ in manner (e.g., "look," "peek," "glare") and adjectives that differ in intensity (e.g., "large," "gigantic")

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

FLD 2: Using Language (Expressive)

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later
Makes sounds or moves hands spontaneously	Makes sounds, gestures, or facial expressions with intention	Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate	Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate	Combines two words, signs, a word and a sign, or symbols to communicate simple ideas

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate	Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs)	Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols	Uses complex sentences to describe the relationships between people, objects, or events using words, signs, words and signs together, or symbols	Combines sentences to communicate complex ideas, providing additional detail about relationships between people, objects, or events using words, signs, words and signs together, or symbols	Uses most of the grammar of adult-like language, using words, signs, words and signs together, or symbols

FLD 3: Shared Communication and Conversation

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or Augmentative and Alternative Communication (AAC)

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later
Responds to others	Pays attention when an adult communicates to them	Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze	Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions	Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Engages in brief conversations on topic for several turns, sharing opinions and thoughts	Engages in conversations, building on the other person's ideas	Adjusts responses to meet the needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed	Expands on ideas of others during conversations by adding detail, making predictions, or offering possible solutions	Seeks additional information during extended conversations to understand and build on the ideas and perspectives of others	Displays appropriate turn-taking and social conventions of conversation

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

FLD 4: Foundational Literacy Skills

Child shows increasing ability to manipulate and combine components of language related to early literacy:

- phonological awareness for children learning to communicate using **spoken** language;
- location, handshapes, and movement for children learning to communicate using **sign** language; and
- recognition, combination, and use in set phrases for children learning to communicate using **Augmentative and Alternative Communication (AAC)** symbols

◯ **Not yet** ☐ **EM** ☐ **UR**

Communication Modality	**Responding Earlier** N/A	**Responding Later** N/A	**Exploring Earlier** N/A	**Exploring Middle** ◯	**Exploring Later** ◯
Descriptors for children who are learning to communicate using a spoken language *or* Descriptors for children who are learning to communicate using sign language *or* Descriptors for children who are learning to communicate using AAC symbols	*There are no earlier levels for this measure.*	*There are no earlier levels for this measure.*	*There are no earlier levels for this measure.*	Demonstrates awareness of variations in sounds *or* Attends, when prompted, to hands or a person who is signing *or* Participates in cause and effect play	Engages in play with syllables or sounds in words or rhymes *or* Produces familiar fingerspelled words as signs *or* Explores devices or symbols

Building Earlier ◯	**Building Middle** ◯	**Building Later** ◯	**Integrating Earlier** ◯	**Integrating Middle** ◯	**Integrating Later** ◯
Engages in familiar rhymes or songs *or* Plays with how signs are produced *or* Points to familiar symbols following modeling from an adult	Demonstrates understanding of the syllables in words with two or more syllables *or* Recognizes the phonological features of signs (e.g., handshape, location, and movement) *or* Points to a few core words that are introduced and reinforced by an adult	Isolates and pronounces the first sound of a word, with support of pictures or objects *or* Produces signs that have specific phonological features of signs *or* Isolates the first sound of a spoken word, with support of pictures or objects	Blends onset and rimes into words in speech, with adult support *or* Segments signs to modify the meaning *or* Demonstrates understanding of how language is organized on AAC device to access non-core words	Segments onset and rime of single-syllable spoken words in English, or segments each syllable of two-syllable words in Spanish *or* Segments a sentence into isolated signs *or* Segments a sentence composed of AAC symbols or print into its core units of meaning	Segments spoken single-syllable words into their complete sequence of individual sounds, or segments each syllable of three-syllable words in Spanish *or* Demonstrates understanding that the same idea can be communicated in different ways *or* Segments spoken single-syllable words into their complete sequence of individual sounds

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

FLD 5: Alphabetics and Print Knowledge*

Child shows increasing awareness of symbols, characters, or letters in the environment, including identifying how letter and word names, sounds, or fingerspelling correspond to printed text or braille

*Dual language learners may demonstrate differences in how they approach letter and word knowledge, given that some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

Not yet EM UR

Responding Earlier N/A	Responding Later N/A	Exploring Earlier N/A	Exploring Middle	Exploring Later
There are no earlier levels for this measure.	*There are no earlier levels for this measure.*	*There are no earlier levels for this measure.*	Follows along briefly when an adult names pictures or objects in a book	Demonstrates awareness that pictures or objects can represent people or things

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Distinguishes letters, signs, or characters (e.g., 山 with a picture of a mountain next to it) from other symbols or pictures	Identifies some (3-10) letters by name in an alphabetic language *or* Identifies some characters (e.g., 山; 火) by meaning	Identifies about half of letters (11-15) by name in an alphabetic language *and* Identifies own name in print	Identifies the corresponding sounds or handshapes of about half of the letters in an alphabetic language *and* Identifies a few familiar printed words	**For all children:** Identifies the sounds or handshapes of all letters in an alphabetic language *and demonstrates one of the following:* **For children who use a spoken language:** Decodes regularly spelled one-syllable words in English or two-syllable words in Spanish *or* **For children who do not use a spoken language:** Identifies a growing variety of printed words	**For children who use a spoken language:** Decodes regularly spelled two-syllable words in English or three-syllable words in Spanish in isolation and within sentences *or* **For children who do not use a spoken language:** Shows understanding of frequently used simple phrases or sentences in written English

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

FLD 6: Writing

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

*May use invented spelling where only some of the sounds are represented accurately.

Not yet EM UR

Responding Earlier N/A	Responding Later N/A	Exploring Earlier N/A	Exploring Middle	Exploring Later
There are no earlier levels for this measure.	*There are no earlier levels for this measure.*	*There are no earlier levels for this measure.*	Makes marks on paper or other surfaces (e.g., tablet) when provided with writing materials	Makes scribble lines or imitates simple shapes on paper or other surfaces

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Describes their own drawings or scribbles	Communicates that lines, curves, or drawings they write on paper or other surfaces represent letters, handshapes, characters, or fingerspelling	Writes letters or characters that are familiar or are personally meaningful	Writes own name or other meaningful words using increasingly more recognizable letters or characters	Writes letters on a page to form a simple sentence to communicate opinions or to describe a picture they drew	Writes a combination of sentences to communicate ideas, respond to a prompt from an adult, or recount an event

ELD — English Language Development

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

The ELD measures should be completed only for preschool-age children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child. Note about ELD measures for children who are Deaf/Hard of Hearing (DHH): The ELD domain should only be used with children who are learning spoken English.

For children learning spoken English and American Sign Language (ASL), the Foundational Language Development (FLD) domain in conjunction with the Language Milestones should be used to document children's development of ASL, and the ELD measures can be used to document a child's progress in spoken English.

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding spoken English

○ **Conditional Measure (Not rated)** ☐ **EM** ☐ **UR**

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
Shows understanding that gestures, words, or phrases in any language are used to communicate (may show little understanding of English)	Attends to and participates in routines conducted in English *and* Shows understanding of a few common English words or phrases in familiar contexts or routines	Participates in activities conducted in English *and* Shows understanding of the meaning of some individually-directed context-based communication in English	Shows understanding of commonly used English words or phrases during interactions communicated in English	Shows understanding of the meaning of conversations or ideas communicated in English *and* Shows understanding of some infrequently used English words	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

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

Child shows increasing progress toward fluency in using spoken English to communicate

○ **Conditional Measure (Not rated)** ☐ **EM** ☐ **UR**

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
Uses gestures, words, or phrases to communicate in any language	Uses a few common English words or phrases in familiar contexts or routines	Uses a variety of single words or a few short, memorized sequences of words in English	Uses common phrases or short sentences (i.e., three to four words) with common nouns and verbs in English	Uses complete sentences in English with common connecting or essential words (e.g., "the," "and," "so," "a") and modifiers (i.e., adjectives, adverbs) in English	Uses complex sentences (i.e., more than one clause) in English to communicate about a variety of social and instructional concepts and topics

ELD 3: Understanding and Responding to English Literacy Activities

○ **Conditional Measure (Not rated)** ☐ **EM** ☐ **UR**

Child shows increasing progress in comprehending literacy activities presented in spoken English (e.g., books, stories, songs, and poems)

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
Attends to a familiar adult looking at books, singing or signing songs, or saying rhymes in any language	Participates in literacy activities conducted in spoken English (e.g., books, singing songs, or saying rhymes)	Communicates understanding about characters of a book, story, song, or poem that is told, read, or sung in English	Communicates understanding about some events or actions in a book, story, song, or poem that is told, read, or sung in English	Communicates understanding about the key ideas (e.g., sequence, flow, plot) of a book, story, song, or poem that is told, read, or sung in English	Communicates understanding of the content of a book, story, song, or poem using complex English sentences with a variety of vocabulary and grammatical structures (i.e., more than one clause)

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

MATH — Math

MATH 1: Spatial Thinking

Child shows increasing understanding of objects in relation to each other and how objects move in space

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds physically to experiences in their immediate environment	Explores, responds to, and acts on objects, people, or own body movements through space	Explores the relationship between self and objects or people in space	Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space	Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Demonstrates understanding of objects in relation to each other or their own body	Demonstrates understanding of objects in relation to multiple spatial cues	Demonstrates understanding of how an object moves in space (i.e., how objects move, rotate, turn, flip, or slide to move to a new place)	Demonstrates understanding about how objects can be moved and combined with other objects to create a new object that they specify in advance	Creates a two-dimensional or three-dimensional representation of the patterns or relationships between objects

MATH 2: Classification

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them	Sorts objects into two groups based on one attribute, but not always accurately

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Sorts objects accurately into more than two groups based on one attribute	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection based on a different attribute	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute	Sorts objects into categories by attributes that are not immediately observable (i.e., other than size, color, and shape) and describes the resulting categorical groups	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

MATH 3: Number and Counting

Child shows developing understanding of number and quantity

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Notices people or objects nearby in the environment	Explores one object at a time	Attends to quantity in different situations	Uses number words, signs, or gestures to communicate about small quantities	Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Demonstrates two of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality	Demonstrates all three of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality	Demonstrates all three of the following with quantities more than 20: (1) correctly uses the number sequence, with no more than two to three errors (2) uses one-to-one correspondence (3) uses cardinality	Demonstrates understanding that numbers up to 100 are composed of tens and additional ones	Decomposes numbers greater than 20 into different combinations of ones, fives, and tens

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

MATH 4: Number Operations

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

Not yet EM UR

Responding Earlier N/A	Responding Later N/A	Exploring Earlier	Exploring Later	Building Earlier
There are no earlier levels for this measure.	*There are no earlier levels for this measure.*	Demonstrates awareness of changes in quantity	Recognizes that single objects can be put together in groups of two	Demonstrates understanding of quantities up to five

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Adds to or subtracts (takes away) from quantities in familiar contexts, without determining the total quantity	Solves addition and subtraction problems up to five in familiar contexts	Solves addition and subtraction problems up to 10 in familiar contexts	Decomposes (breaks apart) a quantity up to 20 in more than one way	Solves addition and subtraction problems up to 20

MATH 5: Measurement

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

Not yet EM UR

Responding Earlier N/A	Responding Later N/A	Exploring Earlier	Exploring Later	Building Earlier
There are no earlier levels for this measure.	*There are no earlier levels for this measure.*	Explores measurable properties of objects (e.g., size, length, weight, capacity)	Demonstrates awareness of the dimension of size as relevant to completing a task	Describes objects in terms of measurable properties

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller")	Orders three or more objects according to measurable properties	Measures properties using nonstandard or standard units though units may overlap or have gaps	Compares two objects with a measurable property in common to see which object has "more of" or "less of" the property, and describes the difference	Demonstrates understanding that a measurable property can change value depending on the unit (e.g., it will take more inches than feet to measure the same thing)

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

SCI — Science

SCI 1: Cause and Effect

Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds or shows anticipatory excitement to people, objects, or actions	Repeats the same action with the same objects or people that produced an effect	Repeats the same action with different objects or people	Explores possible causes of actions or events	Acts on objects based on their features

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Shows anticipation of effects of actions or events	Offers possible explanations for why certain actions or behaviors result in specific effects	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results	Shows understanding that effects may arise from causes that are not easily perceived	Applies understanding of cause -and-effect relationships to plan investigations and draw conclusions about causes of observable events

SCI 2: Inquiry Through Observation and Investigation

Child develops increasing ability to carry out observations, explorations, and investigations in the environment

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds to people, things, or sounds	Shows interest in people or things in the environment	Attends to responses of objects or people that result from own actions	Engages in simple, purposeful explorations of familiar objects in the environment	Engages in extended explorations of objects and events in the environment

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Makes simple predictions about objects and events of interest in the environment	Carries out an exploration or investigation to check predictions and test out solutions	Identifies information, gathered from an exploration or investigation, that is relevant to answering questions	Generates new questions based on information gathered and findings of explorations or investigations	Plans and carries out systematic explorations or investigations to collect data that will provide evidence relevant to specific questions

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

SCI 3: Documentation and Communication of Inquiry

Child develops increasing capacity to describe, record, and communicate about their observations and investigations

Not yet EM UR

Responding Earlier N/A	Responding Later N/A	Exploring Earlier	Exploring Later	Building Earlier
There are no earlier levels for this measure.	*There are no earlier levels for this measure.*	Identifies objects or actions in the environment	Communicates about characteristics (e.g., color, size, texture) of an object or action	Notices differences in characteristics between objects or actions

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Provides representations (e.g., drawings, models, communications) that include general features about objects or actions in their environment	Provides representations of the details of objects or actions in their environment, with some accuracy	Communicates about information that they helped to gather (e.g., tallying, charting, simple graphing, or complex drawings)	Identifies patterns and draws simple conclusions based on recorded information	Identifies and communicates how the evidence informs the questions or problems explored

PD — Physical Development

PD 1: Perceptual-Motor Skills and Movement Concepts

EM UR

Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness*

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment	Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task	Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Adjusts, with adult support, various aspects of movement (e.g., spatial, directional) in relation to people and objects in familiar spaces	Adjusts, on own, aspects of movement in relation to people and objects in familiar spaces	Adjusts, on own, aspects of movement in unfamiliar spaces (e.g., during new activities, on different surfaces)	Adjusts movement of body in time and space to meet the requirements of the activity	Adjusts various coordinated body movements in relation to others' coordinated body movements

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

PD 2: Gross Locomotor Movement Skills

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

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later
Turns head, and moves arms and legs, moving in response to touch, sound, or movement nearby	Holds head and torso upright against gravity	Coordinates movements of whole body to move into and out of positions, crawl, or scoot on bottom	Coordinates movements of whole body while upright, using support, to move from one place to another	Coordinates movement of whole body while upright to move from one place to another

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Coordinates movement of the whole body to move off the ground momentarily	Shifts from one repeated locomotor movement to another locomotor movement	Combines two or more locomotor movements that involve transitions, with some success	Combines a variety of locomotor movements to move effectively across a range of activities	Combines a variety of locomotor movements with control, flexibility, speed, or rhythm	Applies a variety of locomotor movements with manipulative and stability skills to organized games and dance activities

PD 3: Gross Motor Manipulative Skills

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

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later
Orients to nearby objects	Uses arms, legs, or body to move toward, reach for, or mouth objects or people	Uses arms, legs, or body to engage in simple, repeated actions on objects *and* Manipulates objects differently based on their properties	Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing	Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Manipulates objects using arms, legs, or body, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy	Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	Applies a variety of manipulative skills, in combination with locomotor skills, to control and use objects for specific play activities or tasks	Combines a variety of manipulative skills with locomotor and stability skills in a variety of play activities or tasks with control, flexibility, speed, or rhythm	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

PD 4: Fine Motor Manipulative Skills

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

Responding Earlier ○	Responding Later ○	Exploring Earlier ○	Exploring Middle ○	Exploring Later ○
Moves arms and hands	Uses arms or hands to make contact with objects in the environment	Grasps objects with hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body	Acts on objects with both hands working together to coordinate different movements	Manipulates objects with accuracy and coordination	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects	Performs a variety of tasks with sequential steps that require the precision of one hand while manipulating or repositioning small objects in that hand

HLTH — Health

HLTH 1: Safety

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills ☐ EM ☐ UR

Responding Earlier ○	Responding Later ○	Exploring Earlier ○	Exploring Later ○	Building Earlier ○
Reacts to unpleasant events (e.g., sounds, touch)	Responds to situations that feel unsafe	Seeks a familiar adult in situations that feel unsafe	Follows adults' guidance about basic safety practices	Follows basic safety practices in familiar situations with adult supervision

Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
Follows basic safety practices, on own, in familiar situations, with occasional adult reminders	Anticipates the need to follow basic safety practices in various situations	Demonstrates understanding of the primary features of some safety practices	Demonstrates understanding of potentially safe and unsafe situations *and* Demonstrates safe behaviors	Communicates detailed strategies for staying safe

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

HLTH 2: Understanding of Health and Wellness

Not yet EM UR

Child shows increasing knowledge of health and the ability to respond effectively to internal cues from their body to support wellness

Responding Earlier N/A	Responding Later N/A	Exploring Earlier N/A	Exploring Later	Building Earlier
There are no earlier levels for this measure.	*There are no earlier levels for this measure.*	*There are no earlier levels for this measure.*	Indicates awareness of some internal cues from the body (e.g., hunger, fatigue)	Communicates about some internal cues from the body

Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Demonstrates some understanding of their own feelings of wellness	Takes steps to address cues from the body, including seeking adult support, some of the time	Demonstrates curiosity about behaviors related to health and wellness	Communicates understanding about causes of health and wellness, including knowledge of healthful foods	Initiates wellness activities based on internal cues from the body or knowledge of classroom routines

HLTH 3: Personal Care Routines: Hygiene

EM UR

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

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds in basic ways during personal care routines that involve hygiene	Responds in ways that demonstrate awareness of a hygiene routine	Anticipates one or two steps of a hygiene routine	Participates in own hygiene routines, with an adult	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration

Building Middle	Building Later	Integrating Earlier	Integrating Middle N/A	Integrating Later N/A
Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them	Initiates and carries out most steps of familiar hygiene routines on own	Initiates and completes familiar hygiene routines on own	*There are no later levels for this measure.*	*There are no later levels for this measure.*

 © 2025 California Department of Social Services/California Department of Education – All rights reserved

Print Clear Save

Assessment period (e.g., fall 2026) _____

HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds in basic ways during feeding	Engages in the process of being fed	Feeds self some food items using fingers or hands	Explores the use of tools when feeding self, sometimes with adult support	Feeds self different types of foods, some of which may involve the use of tools

Building Middle N/A	Building Later	Integrating Earlier	Integrating Middle N/A	Integrating Later N/A
There is no Building Middle level for this measure.	Serves self or others by opening packages or scooping or pouring from containers	Prepares simple foods to serve to self or others	*There are no later levels for this measure.*	*There are no later levels for this measure.*

HLTH 5: Personal Care Routines: Self-Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds in basic ways during dressing	Responds in ways that demonstrate awareness of a dressing routine	Anticipates one or two steps of a dressing routine	Participates with adult in dressing self	Puts on clothing that is simple to manipulate, sometimes with adult assistance

Building Middle N/A	Building Later	Integrating Earlier	Integrating Middle N/A	Integrating Later N/A
There is no Building Middle level for this measure.	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)	*There are no later levels for this measure.*	*There are no later levels for this measure.*

© 2025 California Department of Social Services/California Department of Education – All rights reserved