**Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation**

### 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.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Attends or responds briefly to people, things, or sounds</td>
<td>Shifts attention frequently from one person or thing to another</td>
<td>Maintains attention, on own or with adult support, during brief activities</td>
<td>Maintains attention, with adult support, during activities that last for extended periods of time</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Attends or responds briefly to people, things, or sounds
  - Shifts attention frequently from one person or thing to another

- **Exploring**
  - Maintains attention, on own or with adult support, during brief activities
  - Shifts attention frequently from one person or thing to another

- **Building**
  - Maintains attention, with adult support, during activities that last for extended periods of time
  - Shifts attention frequently from one person or thing to another

- **Integrating**
  - Maintains attention on own during activities that last for extended periods of time
  - There are no later levels for this measure

### Conditional Measure

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

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## ATL-REG 2: Self-Comforting

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
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<tr>
<td>Later</td>
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<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Cries when hears a loud noise.
  - Closes eyes when taken into bright sunlight.
  - Brings fist to mouth and fusses when hungry.
  - Sucks thumb or fist to soothe self.
  - Turns away from sensory experiences such as loud noises, bright lights, or specific textures.
  - Nuzzles face into a blanket or a familiar adult’s shoulder when unfamiliar adults approach.
  - Retrieves a familiar object, such as a blanket, to soothe self when upset.
  - Gestures “up” to a familiar adult to be picked up when sleepy.
  - Seeks contact with a familiar adult when a toy is taken by another child.
  - Softly hums or vocalizes to self when lying down for naptime.
  - Goes to cubby and gets a photo of family when upset after a parent leaves.
  - Seeks out a cozy place to get away from active play of other children.
  - Remains seated in a small group activity while manipulating a favorite toy.
  - Asks what’s going to happen next, to get ready to transition to a new activity.
  - Requests favorite book to read with parent before the parent leaves.
  - Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.

- **Conditional Measure**
  - Measure not rated: the child’s development is beyond the latest developmental level. (Required for children with IEPs)
### Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

#### ATL-REG 3: Imitation

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Responding</th>
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<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Imitates approximations of single simple actions or sounds when interacting with others</td>
<td>Imitates actions, or repeats familiar words or gestures by others when interacting with them</td>
<td>Imitates a few actions, or repeats familiar actions or words experienced at an earlier time</td>
<td>There are no later levels for this measure</td>
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<tr>
<td><strong>Later</strong></td>
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</table>

**Possible Examples**

- Responds to facial expressions or vocalizations in basic ways
  - Makes a sound like “Mmmmm” after an adult makes the “Mmmmm” sound during feeding.
  - Smiles when an adult smiles.
  - Widens eyes and raises eyebrows after observing these movements on an adult’s face during an interaction.

- Responds to facial expressions or vocalizations in more complex ways
  - Opens and shuts hands as an adult leads open-shut-them finger play.
  - Raises arms in the air, following an adult’s actions, during a game of “So big!”

- There are no later levels for this measure

**Conditional Measure**

- Measure not rated: the child’s development is beyond the latest developmental level.
  (Required for children with IEPs)

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

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**ATL-REG 3**

**Imitation**

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## Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

### ATL-REG 4: Curiosity and Initiative in Learning

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

<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>• Orients toward a noise.</td>
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<td>• Turns head toward a person who comes into view or begins talking.</td>
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<td>• Looks at a mobile.</td>
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<td>• Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.</td>
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<td>• Smiles when an adult begins singing a song.</td>
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<td>• Moves arms or legs when a mobile begins moving overhead.</td>
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<td>• Bangs a drum with hands repeatedly.</td>
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<td>• Touches hair of another child.</td>
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<td>• Pats, pulls on, or turns pages of a board book.</td>
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<td>• Watches intently as an adult prepares snack.</td>
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<td>• Paints on paper and on arm when given a paintbrush and paint.</td>
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<td>• Molds sand using a cup.</td>
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<td>• Tries using utensils to work with play dough.</td>
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<td>• Moves around a fish bowl to continue watching a fish as it swims around objects.</td>
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<td>• Drops a marble in a maze and follows its path as it rolls to the bottom.</td>
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<td>• Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk.</td>
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<td>• Puts a dry sponge in water and then squeezes it to see what happens.</td>
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<td>• Observes a snail and asks, “Why do snails have shells?”</td>
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<td>• Compares color or shape of leaves gathered on a nature walk.</td>
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<tr>
<td>• Uses a magnetic wand to figure out which objects on a table it will lift up.</td>
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<tr>
<td>• Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.</td>
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<tr>
<td>• Places a variety of objects in water to see which will float and which will sink.</td>
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<tr>
<td>• Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.</td>
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</tbody>
</table>

Mark the latest developmental level the child has mastered:

- O Child is emerging to the next developmental level
- ☐ Unable to rate this measure due to extended absence

**Curiosity and Initiative in Learning**

ATL-REG 4

## ATL-REG 5: Self-Control of Feelings and Behavior

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

### Mark the latest developmental level the child has mastered:

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<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Calms when comforted by an adult</td>
<td>Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult</td>
<td>Calms self when a familiar adult initiates contact, moves close, or offers a special thing</td>
<td>Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations</td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Lessens or stops crying when picked up by an adult.</td>
<td>- Reaches toward a familiar adult to be comforted and nestles into the adult when held.</td>
<td>- Lets go of another child’s toy and accepts a different toy after a familiar adult communicates, “She’s playing with the blue truck. You can use the red one.”</td>
<td>- Insists that another child return a favorite doll, but when refused, asks a familiar adult for help.</td>
</tr>
<tr>
<td>- Relaxes in an adult’s arms when being held.</td>
<td>- Vocalizes to a familiar adult and calms when the adult reaches over to pat child’s stomach.</td>
<td>- Gets a towel when an adult offers a toy similar to the toy another child took.</td>
<td>- Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking.</td>
</tr>
<tr>
<td>- Quiets to the voice of a familiar adult.</td>
<td>- Looks toward a familiar adult when startled, and relaxes when picked up.</td>
<td>- Calms when an adult moves to sit closer on the floor.</td>
<td>- Communicates, “Tôi muốn ngồi ở đây,” “[I want to sit here],” in Vietnamese, when upset that there are no empty chairs near a friend.</td>
</tr>
<tr>
<td>- Offers a toy in exchange when another child has a desired toy.</td>
<td>- Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look.</td>
<td>- Waits to ride a favorite tricycle without trying to take it from another child.</td>
<td>- Offers a toy in exchange when another child has a desired toy.</td>
</tr>
<tr>
<td>- Communicates, “I want a turn. Can I use the scooter after you go around two times?” after watching another child ride for a while.</td>
<td>- Stops crying after an adult offers a toy similar to the toy another child took.</td>
<td>- Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, “Do you want to make it again?”</td>
<td>- Communicates another child who is painting at an easel, “When is it my turn? I’ve been waiting.”</td>
</tr>
<tr>
<td>- Communicates, “Don’t push!” to another child trying to fit at the water table, and then says, “Here’s a place,” and moves over.</td>
<td>- Calms an adult’s invitation to move closer, after noticing child’s worried look when an unfamiliar adult enters the room.</td>
<td>- Frowns, but goes to play with something else, when an adult communicates that it is not yet time to go outside.</td>
<td>- Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play.</td>
</tr>
<tr>
<td>- Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.</td>
<td>- Accepts an adult’s invitation to move closer, after noticing child’s worried look when an unfamiliar adult enters the room.</td>
<td>- Considers the Constructive forms of communication, offering an alternative (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors.</td>
<td>- Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.</td>
</tr>
</tbody>
</table>

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○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

**ATL-REG 6: Engagement and Persistence**

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

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#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Participates in a simple activity briefly</td>
<td>Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity</td>
<td>Continues self-selected activities with adult support, even though interest briefly shifts to other activities</td>
</tr>
</tbody>
</table>

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#### Possible Examples

- **Early**
  - Puts a ring on and off of a ring stack a few times.
  - Fills and dumps sand from a bucket.
  - Shakes a bell while others are singing.
  - Uses hands to smear finger paint.
  - Activates a switch toy.

- **Later**
  - Chooses to play in the dramatic play area for a short while and then plays in the block area.
  - Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult’s encouragement to continue.
  - Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity.

- **Middle**
  - Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads.
  - Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks.
  - Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy.

- **Later**
  - Continues working on a difficult puzzle, asking an adult for help when needed.
  - Continues looking at a book as an adult encourages other children entering the same area to find a book.
  - Continues to build a structure with interlocking blocks even when having difficulty finding the “right” pieces.
  - Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick.

- **Earlier**
  - Continues looking at a book as an adult encourages other children entering the same area to find a book.
  - Continues working on a difficult puzzle, asking an adult for help when needed.
  - Continues to build a structure with interlocking blocks even when having difficulty finding the “right” pieces.
  - Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick.

---

- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence

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**ATL-REG 6**

Page 6 of 56
### Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

#### ATL-REG 7: Shared Use of Space and Materials

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

| Mark the latest developmental level the child has mastered: |
|---|---|---|---|---|
| **Responding** | **Exploring** | **Building** | **Integrating** |
| Earlier | Later | Earlier | Later | Earlier | Middle | Later | Earlier |
| There are no earlier levels for this measure | Demonstrates preferences for a few specific toys or materials | Takes and plays with materials of interest, even when they are being used by another child | Shows awareness that other children might want to use materials, by taking action to control the materials | Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children | Follows expectations or procedures for sharing, most of the time, without adult prompting | Offers to share space or materials with others in the absence of explicit expectations for sharing |

- **Possible Examples**
  - Chooses to play with doll with red hair on repeated occasions.
  - Chooses to play with the same toy dinosaur every day.
  - Selects the green marker every time when at the art table.
  - Takes another child’s toy, and seems surprised by the other child’s protest.
  - Picks up a purple marker after another child put it down momentarily to do something else.
  - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.
  - Keeps all of the crayons nearby even if only using one or two colors.
  - Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape.
  - Places favorite dolls behind back when other children are playing in the doll area.
  - Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.
  - Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
  - Lets another child take a book from a pile nearby, but holds onto a few favorite books.
  - Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
  - Places name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.
  - Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Uses a communication device to ask another child to join in making a necklace.
  - Brings a carpet square to another child while getting ready for story time, without being asked.
  - Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add.

- **Possible Examples**
  - Takes another child’s toy, and seems surprised by the other child’s protest.
  - Picks up a purple marker after another child put it down momentarily to do something else.
  - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.
  - Keeps all of the crayons nearby even if only using one or two colors.
  - Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape.
  - Places favorite dolls behind back when other children are playing in the doll area.
  - Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.
  - Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
  - Lets another child take a book from a pile nearby, but holds onto a few favorite books.
  - Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
  - Places name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.
  - Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Uses a communication device to ask another child to join in making a necklace.

- **Possible Examples**
  - Takes another child’s toy, and seems surprised by the other child’s protest.
  - Picks up a purple marker after another child put it down momentarily to do something else.
  - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.
  - Keeps all of the crayons nearby even if only using one or two colors.
  - Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape.
  - Places favorite dolls behind back when other children are playing in the doll area.
  - Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.
  - Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
  - Lets another child take a book from a pile nearby, but holds onto a few favorite books.
  - Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
  - Places name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.
  - Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Uses a communication device to ask another child to join in making a necklace.

- **Possible Examples**
  - Takes another child’s toy, and seems surprised by the other child’s protest.
  - Picks up a purple marker after another child put it down momentarily to do something else.
  - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.
  - Keeps all of the crayons nearby even if only using one or two colors.
  - Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape.
  - Places favorite dolls behind back when other children are playing in the doll area.
  - Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.
  - Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
  - Lets another child take a book from a pile nearby, but holds onto a few favorite books.
  - Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
  - Places name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.
  - Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Uses a communication device to ask another child to join in making a necklace.

- **Possible Examples**
  - Takes another child’s toy, and seems surprised by the other child’s protest.
  - Picks up a purple marker after another child put it down momentarily to do something else.
  - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.
  - Keeps all of the crayons nearby even if only using one or two colors.
  - Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape.
  - Places favorite dolls behind back when other children are playing in the doll area.
  - Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.
  - Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
  - Lets another child take a book from a pile nearby, but holds onto a few favorite books.
  - Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
  - Places name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.
  - Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Uses a communication device to ask another child to join in making a necklace.
### Developmental Domain: SED — Social and Emotional Development

#### SED 1: Identity of Self in Relation to Others

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

Mark the latest developmental level the child has mastered:

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</tbody>
</table>

**Possible Examples**

- Responds in basic ways to others
  - Examines own hand or foot by looking at it or mouthing it.
  - Touches others’ hair when it is within reach.
  - Plays with sound by repeating grunts and squeals.
- Uses senses to explore self and others
  - Points to picture of self on the wall.
  - Smiles when a familiar adult enters the room.
- Recognizes self and familiar people
  - Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name).
- Communicates own name and names of familiar people
  - Acts out roles from own family in pretend play.
  - Communicates, using communication board, “His hair is red!”
  - Identifies own height, as indicated on a growth chart posted on the wall.
- Expresses simple ideas about self and connection to others
  - Communicates, “Me llamo Luis,” [“My name is Luis,” in Spanish].
  - Identifies own height, as indicated on a growth chart posted on the wall.
  - Narrates details while drawing a picture of a friend.
- Describes self or others based on physical characteristics
  - Communicates names of immediate family members in a photo.
  - Looks to new baby sister and communicates her name.
  - Draws picture of a house and communicates, “This is my house.”
- Describes own preferences or feelings; and
  - Communicates, “I’m making cookies—just like Grandma!” while rolling play dough.
  - Narrates details while drawing a picture of a friend.
- Describes the feelings or desires of family members, friends, or other familiar people
  - Communicates to an adult, “I was mad when it rained because we couldn’t go outside.”
  - Communicates that a friend is happy because he is going to have a birthday party.
- Compares own preferences or feelings to those of others
  - Communicates to a peer that they both like peanut butter and jelly sandwiches.
  - Communicates, “I love to swim, but my sister doesn’t,” in Chinese.
  - Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self.

- Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: SED — Social and Emotional Development

#### SED 2: Social and Emotional Understanding

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td><strong>Responds to faces, voices, or actions of other people</strong></td>
</tr>
<tr>
<td>• Looks at faces.</td>
</tr>
<tr>
<td>• Turns head toward an adult during feeding.</td>
</tr>
<tr>
<td>• Grasps an adult's finger when palm of child's hand is touched.</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
</tr>
<tr>
<td>• Child is emerging to the next developmental level</td>
</tr>
<tr>
<td>• Unable to rate this measure due to extended absence</td>
</tr>
</tbody>
</table>
### SED 3: Relationships and Social Interactions with Familiar Adults

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

#### Mark the latest developmental level the child has mastered:

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

#### Possible Examples

- Widens eyes or brightens face at the face of a familiar adult.
- Orient toward a familiar adult’s voice.
- Quiets when picked up by a familiar adult.
- Reaches for a familiar adult when being held by another adult.
- Vocalizes at a familiar adult to gain the adult’s attention.
- Laughs in anticipation before a familiar adult nuzzles child’s neck.
- Places toy on a familiar adult’s lap, goes to get another toy, and then places that toy on the adult’s lap.
- Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses.
- Repeatedly hands little cars to a familiar adult to continue a joint activity.
- Grasps a familiar adult’s hand to gain attention, and then gestures to begin a finger-play game.
- Communicates interest in looking at a book with a familiar adult.
- Brings a blanket to a familiar adult and then climbs into the adult’s lap when upset.
- Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.
- Communicates to a familiar adult, “Want some tea?” during a pretend tea party.
- Completes a simple puzzle with a familiar adult, taking turns to fit pieces.
- Shares rocks collected while playing outside with a familiar adult.
- Uses an electronic tablet to play a game with a familiar adult.
- Communicates to a familiar adult, “Want some tea?” during a pretend tea party.
- Supports a familiar adult in solving problems.
- Communicates to a familiar adult, “What’s the bee doing?” while watching a bee fly from flower to flower or sharing a book together about bees.
- Seeks a familiar adult’s support from falling down.
- Communicates by signing with a familiar adult, “I made some hamburgers for you. You tell me what you want to drink.”
- Offers to place napkins and cups on the table when a familiar adult is preparing a snack.
- Brings a board game to a familiar adult and communicates an interest in playing together.
- Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.
- Plans a gardening activity
- Communicating by signing a familiar adult.
- Communicates in planning and carrying out activities or to solve problems
- Communicates in planning and carrying out activities or to solve problems

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence
## Developmental Domain: SED — Social and Emotional Development

### SED 4: Relationships and Social Interactions with Peers

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Shows awareness of</td>
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<tr>
<td>other people, including children</td>
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<tr>
<td>Shows interest in</td>
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<td>other children</td>
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<td>Plays alongside</td>
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<td>other children, rarely interacting with them</td>
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<td>Interacts in simple</td>
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<tr>
<td>cooperative play</td>
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<td>play with one or two</td>
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</tbody>
</table>

**Possible Examples**

- Cries when hearing the sound of another child crying.
- Orient toward another child.
- Notices another child nearby.
- Moves excitedly when another child comes near.
- Reaches toward another child to gain attention.
- Smiles at another child.
- Selects a truck when other children nearby are playing with trucks.
- Explores a toy alongside another child who is also exploring.
- Reaches for a toy in the water alongside other children at the water table.
- Hands a bucket to a familiar peer sitting next to child in the sandbox.
- Offers a block to a peer building a tower next to child.
- Splashes excitedly with a peer at the water table, continuing back and forth.
- Takes a few turns trying on hats with a peer in the dramatic play area.
- Plays chase briefly outside with two peers, and then goes to play alone in sandbox.
- Plays cars with a peer for a short while.
- Builds a train track with two friends, taking turns connecting the track pieces.
- Laughs and makes funny noises or faces with a friend while singing a song together.
- Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.
- Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow.
- Invites friends to continue playing family from the day before.
- Offers a new object for a fort that child has built with peers over several days.
- Plays restaurant with friends, showing them the signs for food to be ordered.
- Plans how to build a boat with several peers, choosing materials and negotiating tasks.
- Plays superheroes with peers, planning different characters and scenarios.
- Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

**Child is emerging to the next developmental level**

**Unable to rate this measure due to extended absence**
## Developmental Domain: SED — Social and Emotional Development

### SED 5: Symbolic and Sociodramatic Play

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

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>** Later**</td>
<td>** Earlier**</td>
<td>** Later**</td>
</tr>
<tr>
<td>Responds to people or objects in basic ways</td>
<td>Explores people and objects in a variety of ways</td>
<td>Uses or combines objects in functional or meaningful ways</td>
<td>Pretends that an object represents another object or serves a different purpose</td>
</tr>
</tbody>
</table>

**Possible Examples**

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

- **Responding**
  - Cries in response to a loud voice.
  - Looks toward a lamp when it is turned on.
  - Moves arm in response to a touch.

- **Exploring**
  - Rocks a doll in arms.
  - Uses a brush on a doll’s hair.
  - Pushes a toy car along the floor.
  - Places objects from around the room in a toy shopping cart.
  - Uses a stacking ring as a bagel.
  - Holds a rectangular block to ear and talks into it as if it is a phone.
  - Pretends that puzzle pieces are cookies.

- **Building**
  - Pretends to be a doctor and takes care of a stuffed bear that is “sick.”
  - Makes a pretend cake in the sandbox and offers a “taste” to an adult.
  - Makes a “pizza” out of play dough and puts it in the play oven.
  - Sits in a box, pretending it is a boat.
  - Sits in a box with a peer, holding a “steering wheel,” and communicates, “My turn to drive the bus.”
  - Pumps arm while saying, “Whoo-whoo,” and then collects “tickets” from seated “passengers.”
  - Plays store, “scanning” items, placing them in bags, and collecting “money” from peers.
  - Uses a hose to “pump gas” as other children wait in line with their tricycles.

- **Integrating**
  - Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.
  - Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.
  - Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

### Possible Examples

- Reaches toward an adult’s glasses.
- Grabs a toy, shakes it, and then shakes it again.
- Picks up a toy and mouths it.
- Gazes intently at an adult’s changing facial expressions.
- Puts objects from around the room in a toy shopping cart.
- Places objects from around the room in a toy shopping cart.
- Reaches toward an adult’s glasses.
- Grabs a toy, shakes it, and then shakes it again.
- Pulls an object into a room with an adult.
- Shows objects to an adult.

---

**Mark the latest developmental level the child has mastered:**

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

**SED 5 Symbolic and Sociodramatic Play**

## LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

### Developmental Domain: LLD — Language and Literacy Development

<table>
<thead>
<tr>
<th>LLD 1</th>
<th>Understanding of Language (Receptive)</th>
</tr>
</thead>
</table>

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Later</td>
<td>Middle</td>
<td>Middle</td>
<td>Later</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responds to voices, sounds, gestures, or facial expressions in basic ways</td>
</tr>
<tr>
<td>• Responds to voices, sounds, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)</td>
</tr>
<tr>
<td>• Recognizes a few frequently used words or gestures in familiar situations</td>
</tr>
<tr>
<td>• Shows understanding of a variety of single words</td>
</tr>
<tr>
<td>• Shows understanding of frequently used simple phrases or sentences</td>
</tr>
<tr>
<td>• Shows understanding of a wide variety of phrases or sentences</td>
</tr>
<tr>
<td>• Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities</td>
</tr>
<tr>
<td>• Shows understanding of a series of complex statements that explain how or why things happen</td>
</tr>
</tbody>
</table>

### Possible Examples

- **Responding**
  - Turns head toward, or looks in the direction of, the voice of an adult.
  - Makes eye contact with a familiar adult.
  - Quiets or orients in the direction of a sound, touch, or gesture.
  - Responds to voices, sounds, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements).

- **Earlier**
  - Smiles or gurgles in response to a familiar adult's voice or simple gestures.
  - Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult.
  - Averts eyes to disengage from a social interaction with an adult.

- **Later**
  - Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, “More?”
  - Orients toward a familiar person or thing when it is named.

- **Middle**
  - Indicates a bell in a storybook when adult asks about a bell.
  - Looks to the wagon after an adult refers to the wagon.
  - Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.

- **Building**
  - Gets jacket after an adult communicates, “Get your jacket. It’s time to go outside.”
  - Moves to the sink after an adult communicates, “Time to wash hands.”
  - Passes the milk at lunch time after an adult communicates, “Please pass the milk.”
  - Offers to help after an adult communicates, “Would you like to help me feed the turtle?”
  - Collects different types of art supplies after an adult explains an art project and where to find the supplies.
  - Hands crayons from the shelf after an adult asks, “Can you hand me the crayons that are on the shelf?”

- **Integrating**
  - Adds blocks to a tower after a peer says, “Let’s make our skyscraper the tallest!”
  - Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room.
  - Points to the picture of an eagle and its nest while sharing a book about animals building their homes.
  - Communicates, “I’m a princess and I live in a castle,” while playing dress-up.
  - Pretends to be a character in a story after a read-aloud of the story.
  - Draws a picture about the changing seasons, after an adult talks about why the weather has changed.
  - Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

- **Communicates, “I’m a princess and I live in a castle,” while playing dress-up.
- **Communicates, “I’m a princess and I live in a castle,” while playing dress-up.**

### Mark the latest developmental level the child has mastered:

- ☐ Child is emerging to the next developmental level
- ☐ Unable to rate this measure due to extended absence
## LLD 2: Responsiveness to Language

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
</tbody>
</table>

### Possible Examples

- **Responds to voices, sounds, gestures, or facial expressions in basic ways**
  - **Earlier**
    - Turns head or looks in direction of voices.
    - Sustains gaze at an adult’s smiling face.
    - Quiets or orients in the direction of a sound or gesture.
    - Cries when child hears another child cry.
  - **Later**
    - Smiles in response to a familiar adult’s voice or gestures.
    - Vocalizes in response to a familiar adult’s voice.
    - Moves toward a familiar adult’s extended arms.
    - Turns head and looks away after a familiar adult offers a bottle or food again.

- **Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)**
  - **Earlier**
    - Reaches for a familiar object after it is named.
    - Looks up at sky after an adult communicates, “There’s an airplane.”
    - Picks up sand toys after an adult says, “Please pick up the sand toys.”
    - Brings a watering can to the garden after a peer asks, “Want to water?”
  - **Middle**
    - Communicates, “Okay,” after an adult says, “Your friend wants to play, too.”
    - Calms when adult communicates, “Your turn is next.”
    - Communicates, “Yo,” [“Me,” in Spanish], after an adult asks, “Who is the helper for snack?”
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”
  - **Later**
    - Moves toward the sandbox after an adult says, “I see new toys in the sandbox.”
    - Communicates, “Okay,” after an adult asks, “Who is the helper for snack?”
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”
  - **Earlier**
    - Communicates, “Okay,” after an adult asks, “Who is the helper for snack?”
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”

- **Responds to a few frequently used words or gestures in familiar situations**
  - **Earlier**
    - Communicates, “Okay,” after an adult asks, “Who is the helper for snack?”
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”

- **Responds to simple comments that relate to a present situation**
  - **Middle**
    - Communicates, “Okay,” after an adult asks, “Who is the helper for snack?”
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”
  - **Later**
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”

- **Responds to one-step requests or questions that involve a familiar activity or routine**
  - **Middle**
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”

- **Carries out a one-step request that relates to a familiar activity or situation**
  - **Middle**
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”

- **Carries out multi-step requests that involve a familiar activity or situation**
  - **Middle**
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”

- **Carries out multi-step requests that involve a new or unfamiliar activity or situation**
  - **Middle**
    - Communicates to make a choice when an adult says, “Tell me what you would like to do next.”

### Possible Examples

- **Responsible to voices, sounds, gestures, or facial expressions in basic ways**
  - **Child is emerging to the next developmental level**
  - **Unable to rate this measure due to extended absence**
## Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Makes sounds spontaneously</td>
<td>Uses sounds, gestures, or facial expressions to communicate</td>
<td>Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate</td>
<td>Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors</td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Smiles when a familiar person approaches.</td>
<td>- Names familiar foods, toys, or family members.</td>
<td>- Communicates, “Mommy come,” when wanting a parent.</td>
<td>- Communicates to a peer, during play, “Yesterday we made vegetable soup.” (“We” is a pronoun; “made” is past tense.)</td>
</tr>
<tr>
<td>- Cries when a familiar person approaches.</td>
<td>- Communique ideas such as “No,” “More,” or “Up.”</td>
<td>- Communicates, “More juice,” when thirsty.</td>
<td>- Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)</td>
</tr>
<tr>
<td>- Cries when a熟悉熟的朋友 approaches.</td>
<td>- Indicates a picture of a ball when asked what the child wants to play with next.</td>
<td>- Communicates, “I want mommmy.”</td>
<td>- Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)</td>
</tr>
<tr>
<td>- Gurgles.</td>
<td>- Asks for food when hungry, by using a special word, sound, or gesture for food.</td>
<td>- Communicates, “I want mommmy.”</td>
<td>- Communicates, “His birthday is tomorrow. He will be five.” (“His” is a possessive pronoun; “he” is a pronoun; “will be” is future tense.)</td>
</tr>
<tr>
<td>- Cries when a familiar person approaches.</td>
<td>- Communicates, “Mama,” “Dada,” “Baba,” or similar word approximations.</td>
<td>- Communicates, “I like dogs, while looking at an animal book.</td>
<td>- Communicates in sign language that the cat’s feet are wet. (“Cat’s” is possessive; “feet” is plural.)</td>
</tr>
<tr>
<td>- Vocalizes or babbles while interacting with an adult.</td>
<td>- Reaches for or gestures for an object.</td>
<td>- Communicates, “My truck!” in Chinese after another child takes a toy truck.</td>
<td>- Communicates, “He runned really fast,” (He ran really fast). (“Runned” is past tense with a grammatical error.)</td>
</tr>
<tr>
<td>- Smiles when a familiar person approaches.</td>
<td>- Communicates, “The rabbit is scared,” when the pet rabbit snuggles into an adult’s lap. (“Scared” is an adjective.)</td>
<td>- Communicates, “More juice,” when thirsty.</td>
<td>- Communicates, “Dragons don’t need bikes ‘cause they can fly. They have really big wings.”</td>
</tr>
<tr>
<td>- Cries when a familiar person approaches.</td>
<td>- Communicates ideas such as “No,” “More,” or “Up.”</td>
<td>- Communicates, “I want mommmy.”</td>
<td>- Communicates to a peer, during play, “Yesterday we made vegetable soup.” (“We” is a pronoun; “made” is past tense.)</td>
</tr>
<tr>
<td>- Gurgles.</td>
<td>- Indicates a picture of a ball when asked what the child wants to play with next.</td>
<td>- Communicates, “I want mommmy.”</td>
<td>- Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)</td>
</tr>
</tbody>
</table>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
**Developmental Domain: LLD — Language and Literacy Development**

**LLD 4: Reciprocal Communication and Conversation**

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Earlier</th>
<th>Later</th>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
<th>Earlier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to sounds or movements of others in basic ways</td>
<td>Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions</td>
<td>Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions</td>
<td>Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning</td>
<td>Engages in brief back-and-forth communication, combining words to communicate meaning</td>
<td>Engages in brief conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas</td>
<td>Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Smiles at an approaching familiar adult.
  - Makes sounds when a familiar adult stops talking.
  - Turns toward a familiar adult.
  - Looks at a familiar adult during feeding.
  - Looks at the direction of a familiar adult.
  - Expresses, “Ba,” in response to an adult talking about a ball, and then waits for the adult to respond.
  - Covers eyes to signal an adult to continue playing peek-a-boo.

- **Exploring**
  - Communicates, “Yes,” or “No,” after an adult asks, “Do you want more milk?”
  - Rubs eyes and responds, “Night-night,” after a familiar adult asks, “Are you tired?”
  - Brings a ball to an adult, and then responds, “Ball,” after the adult asks, “Do you want me to play ball with you?”

- **Building**
  - Makes eye contact with an adult while holding a stuffed bear. When the adult asks, “Whose teddy bear is that?” the child communicates, “My bear.”
  - Communicates, “Thats a monkey,” while reading a story with an adult. When the adult says, “Yes, he’s climbing,” the child replies, “Climbing up high.”

- **Integrating**
  - Communicates, “That’s my family,” while looking at a photo with a peer. When the peer says, “You have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
  - Hands play dough to a peer. When the peer talks to play dough and says, “I’m gonna make a dog,” the child responds, “I’m making a snake.”
  - Asks a peer for some blocks to put in child’s truck while playing with trucks. When the peer replies, “Here,” and hands over several blocks, the child responds, “That’s too many,” and takes only two blocks from the peer.

*Conversations can include communication using sign language or alternative communication systems.*

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[Child is emerging to the next developmental level](#)  
[Unable to rate this measure due to extended absence](#)
**Developmental Domain: LLD — Language and Literacy Development**

### LLD 5: Interest in Literacy

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td><strong>Attends or responds to people or things in basic ways</strong></td>
<td><strong>Plays with books; and Responds to other literacy activities</strong></td>
<td><strong>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</strong></td>
<td><strong>Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</strong></td>
</tr>
<tr>
<td><strong>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</strong></td>
<td><strong>Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</strong></td>
<td><strong>Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</strong></td>
<td><strong>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</strong></td>
</tr>
<tr>
<td><strong>Launches literacy activities that relate to classroom experiences as well as to own experiences or interests</strong></td>
<td></td>
<td></td>
<td><strong>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</strong></td>
</tr>
</tbody>
</table>

**Possible Examples**

- Quiets to the sound of a familiar voice.
- Moves in response to an approach by a familiar adult.
- Orient to an adult’s face or voice during a caregiving routine.
- Interacts with a cloth or board book by holding or mouthing it.
- Pats a textured board book.
- Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, “Pat-a-Cake” or “Los cinco deditos,” [“Five Little Fingers,” a finger play in Spanish].
- Looks at pictures in a book for a short time while a familiar adult reads the book.
- Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page.
- Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult.
- Touches textured or tactile content on pages of a book as an adult is reading the book.
- Looks at pictures in a book for a short time while a familiar adult reads the book.
- Joins a group doing a simple finger play led by an adult.
- Points at a picture when joining an adult who is reading a book, newspaper, or tablet.
- Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.
- Pretends to read a book from start to finish.
- Explores a book with Braille and tactile content with hands.
- Sings some words of a familiar song, from beginning to end, with an adult.
- Asks questions or communicates about why something happened in a story.
- Starts a song or rhyme with others while playing outside.
- Uses finger puppets while reciting a familiar rhyme.
- Uses flannel-board pieces to retell parts of a story after story time.
- Retells a familiar story to a peer while pretending to read from a book.
- Uses a communication device to tell the sequence of events in a favorite story.
- Pretends to be a character from a story, using props.
- Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).
- Asks for help finding a book about bugs after a nature walk.
- Participates, with others, in using the computer to create a story about a class trip.
- Makes up own version of rhyming song with peers’ names.

- [ ] Child is emerging to the next developmental level
- [ ] Unable to rate this measure due to extended absence
### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Later</td>
<td>Middle</td>
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<tr>
<td></td>
<td>There are no earlier levels for this measure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Possible Examples

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;br&gt;• Looks at a picture book with an adult.&lt;br&gt;• Brings a favorite book about baby animals to an adult, to be reread often.&lt;br&gt;• Points to photos, with captions, that were taken while on a nature walk.&lt;br&gt;• Turns the page after an adult stops reading a book.&lt;br&gt;• Touches Braille and image of sheep with textured wool in a book and says, “Sheep.”</td>
<td>&lt;br&gt;• Shows interest when attending to books, pictures, or print materials, with an adult&lt;br&gt;• Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult&lt;br&gt;• Makes comments or asks questions about text presented in books or the environment&lt;br&gt;• Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text&lt;br&gt;• Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect&lt;br&gt;• Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events</td>
</tr>
</tbody>
</table>

#### Comprehension of Age-Appropriate Text

- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
### Developmental Domain: LLD — Language and Literacy Development

#### LLD 7: Concepts About Print

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explores books</td>
<td>Engages with print materials while being read to by an adult</td>
<td>Demonstrates understanding of how to follow print on a page of text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are no earlier levels for this measure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- Opens and closes a book.
- Touches the pages of a book when looking at a book on own.
- Holds or carries a book.
- Brings book to adult.

- Points to pictures in a book while an adult reads the book aloud.
- Lifts tabs in an interactive book while being read to by an adult.
- Picks up a book, opens it up, and then turns it right side up.
- “Reads” to self, attempting to turn pages from front to back.
- Turns pages of an adapted book, using ice pop stick handles.
- Points at a stop sign and then communicates, “That means stop,” while on a neighborhood walk.
- Points to the print while pretending to read a page with both print and pictures.
- Requests that an adult write words next to a picture the child has drawn.
- Moves fingers along print, from one end of the page to another.
- Points to the first word on a page and then communicates, “Bọt đốu ố đây,” [“Start here,” in Vietnamese].
- Points to the words on the front cover of the book or title page and communicates that it is the name of the book.
- Communicates, “There are two words on this sign,” while looking at a sign with the words “Writing Center.”
- Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as “corn,” “milk,” and “bread.”
- Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name.

---

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

---

- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence

---

**Concepts About Print**
**Developmental Domain: LLD — Language and Literacy Development**

**LLD 8: Phonological Awareness**
Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- There are no earlier levels for this measure.

- Atteneds to sounds or elements of language
- Demonstrates awareness of variations in sounds
- Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats simple nursery rhymes
- Demonstrates awareness of larger units of language (e.g., words, syllables)
- Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects.

- Turns toward adult when adult sings a song.
- Looks at adult’s hands when adult signs “more.”
- Attends to adult saying, “bye-bye.”
- Whispers a word, and then says it loudly.
- Communicates, “No, no, no, no,” varying pitch.
- Uses sounds or hand movements to play with variations of stress and rhythm.
- Rhymes children’s names with other words during a group sing-along.
- Sings “Twinkle, Twinkle, Little Star” with a group.
- Communicates the rhyming word “fall,” after an adult says, “Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . . ?”
- Uses signs to participate in a song such as “The Wheels on the Bus.”
- Claps the syllables in familiar words, such as children’s names or days of the week, with adult and peers.
- Moves arms each time the word “row” is said in the song “Row, Row, Row Your Boat,” with adult and peers.
- Answers, “Goldfish,” after an adult asks, “If you put together the words ‘gold’ and ‘fish,’ what word does that make?”
- Communicates, “Rain,” after an adult communicates, “There are two words in ‘raincoat’. What happens when we take away the word ‘coat?’” while moving a picture of a coat away from a picture of rain.
- Communicates, “Zebras,” after an adult separates the word into syllables, and says, “Zé–, and ‘–bra,’ while looking at a wordless picture book about the zoo.
- Communicates, “Markers,” after an adult communicates, “What happens when I put the two syllables ‘mark’ and ‘–er’ together?”
- Communicates, “Cup,” at the snack table, after an adult says, “I have a c– up. What do I have?”
- Communicates, “Lee,” after an adult asks what word is left when the “s” is removed from the word “mice,” while playing a word game.
- Communicates, “d” (letter sound), while looking at a picture of a dog, after an adult says, “What is the first sound you hear when you say ‘dog’?” while looking at pictures of dogs together.

* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.

- Child is not yet at the earliest developmental level on this measure
- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

**LLD 8 Phonological Awareness**


Page 20 of 56
**Developmental Domain: LLD — Language and Literacy Development**

**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.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
</tr>
</tbody>
</table>

Possible Examples

- **Responding**
  - Points to a picture of a bird in a book when adult communicates, "Bird."
  - Goes and gets teddy bear after seeing a picture of a bear.
  - Sees a photo of mother and communicates, "Mama."

- **Exploring**
  - Demonstrates awareness that pictures represent people or things.
  - Demonstrates awareness of a few common simple symbols in the environment.
  - Demonstrates awareness of a few letters in the environment.
  - Identifies some letters by name.
  - Identifies ten or more letters (not necessarily at the same time); and shows understanding that letters make up words.

- **Building**
  - Names some letters while looking at an alphabet book.
  - Names at least ten letters while placing them on a magnet board.
  - Names most upper-case letters; and identifies most lower-case letters; and shows understanding that a letter corresponds to a sound in words.

- **Integrating**
  - Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby.
  - Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.
  - Communicates, "Ball starts with B," after hearing the word "ball" in a story.
  - Looks at the word "mat" in large print and says "m" (letter sound).

- **Medium**
  - Communicates, "Me," when an adult holds up a sign with child’s name.
  - Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs.
  - Communicates, "I found the same letter," when playing a letter matching game in print or Braille.
  - Identifies some letters in Braille.
  - Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby.

- **Later**
  - Communicates, "I found the same letter," when playing a letter matching game in print or Braille.
  - Identifies most upper-case letters; and identifies most lower-case letters; and shows understanding that a letter corresponds to a sound in words.

- **Middle**
  - Communicates, "I found the same letter," when playing a letter matching game in print or Braille.
  - Identifies most upper-case letters; and identifies most lower-case letters; and shows understanding that a letter corresponds to a sound in words.

- **Earlier**
  - Communicates, "I found the same letter," when playing a letter matching game in print or Braille.
  - Identifies most upper-case letters; and identifies most lower-case letters; and shows understanding that a letter corresponds to a sound in words.

- **Unable to rate this measure due to extended absence**

Possible Examples

- **Child is not yet at the earliest developmental level on this measure**
  - Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby.

- **Child is emerging to the next developmental level**
  - Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.

- **Unable to rate this measure due to extended absence**
  - Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby.
## LLD 10: Emergent Writing

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Domain: LLD — Language and Literacy Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LLD 10: Emergent Writing</strong></td>
</tr>
<tr>
<td>Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</td>
</tr>
</tbody>
</table>

#### Possible Examples

**Responding**
- There are no earlier levels for this measure

**Exploring**
- Makes marks on paper
- Makes scribble marks
- Makes scribble marks or simple drawings that represent people, things, or events

**Building**
- Makes marks to represent own name or words
- Uses letters or clearly recognizable approximations of letters to write own name

**Integrating**
- Writes several words or a few simple phrases, or clearly recognizable approximations

#### Possible Examples

- Dips sponge in paint and dots onto paper.
- Makes a dot on a paper and then makes more dots using different markers.
- Holds crayon against paper.
- Uses crayons, pencils, or markers to make back-and-forth marks.
- Paints using large or small movements.
- Scribbles by moving finger on screen of tablet or by using Braille writer.
- Draws circles and lines and comments, “Baby,” and “Mommy.”
- Makes marks on paper and then explains that it is a birthday cake.
- Draws a series of lines to represent a house and a tree.
- Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.
- Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.
- Makes marks for a restaurant order in the dramatic play area.
- Uses an adaptive device to hold a marker to make marks on paper to represent the word “mom.”
- Writes own name on drawings made in class.
- Rings a self-made card to grandma with a close approximation of own name.
- Uses a few letter stamps to represent own name.
- Writes, “bog” (“dog”), copying the word from a book, to label a drawing of a dog.
- Writes “STOP” on a stop sign in a drawing.
- Writes “I love you” on a drawing made for a family member.
- Uses a Braille writer to practice writing a few simple words.

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

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- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence
## Comprehension of English (Receptive English)

**Developmental Domain:** ELD — English-Language Development

**Child 1: Comprehension of English (Receptive English)**

Child shows increasing progress toward fluency in understanding English

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developing Language</th>
<th>Developing English</th>
<th>Exploring English</th>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes a few frequently used words or gestures in the home language and culture in familiar situations</td>
<td>Attends to interactions in English and sometimes participates in activities conducted in English; and shows understanding of a few common English words in familiar contexts or routines</td>
<td>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</td>
<td>Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English for both instructional and social purposes</td>
<td>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Possible Examples

- Waves good-bye after an adult communicates, “Good-bye,” in the child’s home language and culture.
- Indicates interest in continuing an activity after an adult pauses and asks to continue in the child’s home language and culture.
- Orients toward a familiar person or thing when it is named in the home language.
- Adds a block to the top of a tower in response to a question in the child’s home language, “Can you make it taller?”
- Passes a book to another child when requested in the child’s home language, having not responded to the same request in English.
- Seeks out and plays with peers who speak the child’s home language, while in the dramatic play area.
- Pauses to listen to peers speaking English for a short period of time while playing in the sandbox.
- Nods head when an adult at the snack table asks in English, “Do you want more apples?” while holding up a plate of apple slices.
- Begins to put blocks on a shelf when a peer says in English, “Clean-up time.”
- Points to the ball when a peer says in English, “Where is the ball?” during outdoor play time.
- Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer.
- Approaches the door to go inside when an adult says in English, “It is time to go in for a snack,” and adds, “¡Hora de comer!” (“Time to eat!” in Spanish).
**Developmental Domain: ELD — English-Language Development**

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

Child shows increasing progress toward fluency in speaking English

---

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a few “first words” or word-like sounds or gestures to communicate in home language</td>
<td>Communicates in home language or nonverbally, or both</td>
<td>Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English</td>
<td>Communicates in English, using single words and common phrases (may mix English with home language)</td>
<td>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</td>
<td>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)</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Asks for food when hungry, by using a special word, sound, or gesture for food.
- Communicates from child’s home language, “Mama,” “Dada,” or other word approximations.
- Reaches for or gestures for an object.

- Takes an adult’s arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container.
- Nods, “Yes,” and responds in home language in response to a routine question such as, “Do you want more milk?” while an adult holds up a pitcher of milk.
- Communicates, “¿Puedo pintar contigo?” “[Can I paint with you?” in Spanish] while approaching a peer who is painting.
- Communicates, “这是它们的家.” “This is their home,” in Chinese] while putting some toy animals under a blanket in the dramatic play area.

- Communicates in English, “Bye,” to a peer when leaving at the end of the day.
- Greets peers in home language and joins in singing the words “good morning” in English during the daily morning song.
- Chimes in with, “The end!” in English when an adult finishes reading a story to a small group of children.

- Communicates in English, “Marker,” to ask for a marker from a peer while playing in the dramatic play area.
- Communicates in English, “I do a house,” “[I made a house,]” while painting.
- Communicates to a peer in English, “My turn,” and gestures at the slide during outdoor play.
- Communicates, “The dog 变成一个女士了.” “The dog turned into a lady,” in English and Chinese] while helping to put a dress on a stuffed dog in the dramatic play area.

- Communicates to a peer while playing with play dough, “I make galletitas [“cookies” in Spanish] and pan [“bread” in Spanish]. You like it?” “[I made cookies and bread. Do you like it?]”
- Communicates to a peer in English, “Come! I show you!” “Come! I will show you!”] and brings the peer to child’s cubby, where child takes a stuffed animal out of a bag.
- Communicates to a peer, “My dad rides a ngôa.” “[My dad rides a]” in Vietnamese] while attempting to draw a horse.

- Communicates in English, “This is happy new year. This is mommy and me. We saw the dragon,” in response to an adult asking, “Tell me about your picture.”
- Communicates to a peer, “I ate huevitos [“little eggs” in Spanish]. The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tiendita [“the little store” in Spanish].”
- Communicates in English, “I’m going to cook them now,” while throwing some noodles made with play dough into a toy pot, and later puts “cooked noodles” on a plate and communicates, “Here’s a plate for you,” while handing it to a peer.

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### ELD 3: Understanding and Response to English Literacy Activities

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

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language</td>
<td>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</td>
<td>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>

#### Possible Examples

- Looks at pictures in a book for a short time while a familiar adult reads in the home language.
- Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page.
- Uses simple hand movements to participate during a familiar song or rhyme in the home language.

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

- Communicates, “This is spider. This is fly,” after listening to the book The Very Busy Spider.
- Attends to simple literacy activities in English with some support.

#### Conditional Measure

- Measure not rated: English is the only language spoken in this child’s home.

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**Child is emerging to the next developmental level**

**Unable to rate this measure due to extended absence**
**Developmental Domain: ELD — English-Language Development**

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

Child shows an increasing understanding that print in English carries meaning

---

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates awareness that pictures or objects can represent people or things</strong></td>
<td><strong>Demonstrates awareness that symbols carry meaning or that print in home language carries meaning</strong></td>
<td><strong>Demonstrates awareness that print in English carries meaning</strong></td>
<td><strong>Demonstrates understanding that English print consists of distinct letters with names in English</strong></td>
<td><strong>Identifies several English letters; and Recognizes own name in English print</strong></td>
<td><strong>Identifies at least ten English letters; and Identifies a few printed words frequently used in English</strong></td>
</tr>
</tbody>
</table>

---

**Possible Examples**

- Points to a picture of a bird in a book after seeing or hearing a bird outside.
- Goes and gets teddy bear after seeing a picture of a bear.
- Sees a photo of mother and communicates in home language, “Mama.”
- Explores a toy teacup and tries to take a drink.

- Shows an adult a book and requests, “Mô có thể đọc cho con nghe quyển sách này không?” (“Can you read me this book?” in Vietnamese).
- Gestures toward a Chinese character representing own name and says name.
- Asks an adult to read a note written in home language by a parent.
- Brings tricycle to a stop when a peer holds up a stop sign.

- Points to a caption written in English under a picture and asks an adult, in home language, what it says.
- Points to the printed word “flower” under a picture of a flower and says, in home language, “That says ‘flower.’”
- Gestures to the title of a book about trucks and communicates to an adult, in home language, “This book is about trucks.”

- Asks, in home language or in English mixed with home language, “What letter is this?” while pointing to the first letter of own name on cubby label.
- Communicates in English, “M,” while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M).
- Gestures toward the letter O on a peer’s name tag after drawing an O in a sand tray.

- Names all the letters in own name correctly one by one, and then gestures at a friend’s name and names several letters, while standing at the name chart.
- Recognizes words posted in the writing center, such as “Mom,” “Dad,” and “love,” after a small group activity about writing letters to family members.
- Identifies labels such as “blocks,” “door,” “books,” or “art” while showing own grandma around the room.
- Communicates to a peer, “Mira, este dice ‘s–t–o–p’ [using English letter names],” while pointing to a stop sign to a Spanish-speaking peer.

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

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**Conditional Measure**

- Measure not rated: English is the only language spoken in this child’s home.
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 1: Spatial Relationships

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
<td><strong>Exploring</strong></td>
</tr>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Moves body parts in basic ways</td>
<td>Attends or responds as objects, people, or own body move through space</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Moves hand to mouth.
- Lifts head from an adult’s shoulder.
- Stretches while lying on back.
- Turns toward an adult who enters the room.
- Watches and tracks a moving object.
- Lifts arms toward an adult as the adult reaches down to pick child up.
- Tries to squeeze body between a chair and the legs of a table to get a toy.
- Fills a purse or bucket, sometimes until it is overflowing.
- Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle.
- Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter.
- Repeatedly rolls various objects down a ramp.
- Changes directions to move around several obstacles while pushing a toy shopping cart.
- Uses hands to explore shape outlines in a puzzle board, and then explores puzzle pieces with hands to fit pieces into the puzzle board.
- Chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle.
- Stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top.
- Maneuvers a ride-on toy (without pedals) around people and objects on the playground, sometimes bumping into things.
- Moves around people and objects in the classroom, using a mobility aid, such as a walker.

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

**Conditional Measure**

<mark>Measure not rated: the child’s development is beyond the latest developmental level. (Required for children with IEPs)</mark>
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 2: Classification

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Attends to people, objects, or events</td>
<td>Interacts differently with familiar people and objects than with unfamiliar people and objects</td>
<td>Associates a person or object with another person or object, based on a similarity or relationship between them</td>
<td>Selects some objects that are similar from a collection of objects</td>
</tr>
</tbody>
</table>

#### Possible Examples

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiles at a familiar adult's face or voice.</td>
<td></td>
</tr>
<tr>
<td>Reaches for own special blanket or toy from home.</td>
<td></td>
</tr>
<tr>
<td>Turns face away from an approaching unfamiliar adult.</td>
<td></td>
</tr>
<tr>
<td>Looks at people's faces.</td>
<td></td>
</tr>
<tr>
<td>Quiets in response to an adult's voice.</td>
<td></td>
</tr>
<tr>
<td>Closes hand around an adult's finger.</td>
<td></td>
</tr>
<tr>
<td>Smiles at a familiar adult's face or voice.</td>
<td></td>
</tr>
<tr>
<td>Looks for the hammer that goes with the pounding bench.</td>
<td></td>
</tr>
<tr>
<td>Looks at another child when the child's parent walks into the room.</td>
<td></td>
</tr>
<tr>
<td>Looks for baby bottle when playing with baby doll.</td>
<td></td>
</tr>
<tr>
<td>Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack.</td>
<td></td>
</tr>
<tr>
<td>Selects the shovels from among toys in the sandbox.</td>
<td></td>
</tr>
<tr>
<td>Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile.</td>
<td></td>
</tr>
<tr>
<td>Sorts rocks into two piles, big and small, after a neighborhood walk.</td>
<td></td>
</tr>
<tr>
<td>Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.</td>
<td></td>
</tr>
<tr>
<td>Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.</td>
<td></td>
</tr>
<tr>
<td>Separates a pile of toys by kind (e.g., dogs, cats, and birds).</td>
<td></td>
</tr>
<tr>
<td>Puts crayons, pencils, and markers into different containers.</td>
<td></td>
</tr>
<tr>
<td>Sorts buttons by color, and then sorts all of them again by shape or size.</td>
<td></td>
</tr>
<tr>
<td>Sorts shoes based on color, and then sorts by type (e.g., slippers, boots, tennis shoes).</td>
<td></td>
</tr>
<tr>
<td>Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks.</td>
<td></td>
</tr>
<tr>
<td>Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.</td>
<td></td>
</tr>
<tr>
<td>Separates tiles into four groups: blue circles, blue squares, red circles, and red squares.</td>
<td></td>
</tr>
<tr>
<td>Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).</td>
<td></td>
</tr>
</tbody>
</table>
### Developmental Domain: COG — Cognition, Including Math and Science

### COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity.

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to people or objects in basic ways</td>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Looks at objects that are hanging from a mobile.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Calms in response to a familiar adult’s touch.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Turns toward a familiar adult’s voice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to changes in the number of objects observed or interacted with</td>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Demonstrates awareness of quantity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses number names, but not always correctly, in situations related to number or quantity</td>
<td>Earlier</td>
<td>Middle</td>
<td></td>
<td>Later</td>
</tr>
<tr>
<td>Identifies small quantities without counting, up to three</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows understanding that the last number counted is the total number of objects in the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Examples

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

**COG 3**

Number Sense of Quantity

**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 4: Number Sense of Math Operations**

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

---

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Possible Examples**

  - **Responding**
    - Demonstrates awareness of quantity
    - Manipulates objects and explores the change in the number in a group
    - Identifies the new number of objects after one object is added to or removed from a set of two or three objects
    - Uses counting to add or subtract one or two objects to or from a group of at least four objects
    - Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation

  - **Early Examples**
    - Child is not yet at the earliest developmental level on this measure
    - Child is emerging to the next developmental level
    - Unable to rate this measure due to extended absence

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- **COG 4**

**Number Sense of Math Operations**

- **COG 4**

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### COG 5: Measurement

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

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Earlier</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - **Responding**
    - There are no earlier levels for this measure.
  - **Exploring**
    - Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity).
    - Explores how objects differ by properties (e.g., size, length, weight, or capacity).
    - Shows understanding of some measurable properties (e.g., size, length, weight, or capacity).
    - Identifies differences in size, length, weight, or capacity between two objects using comparative words.
    - Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, or capacity).
    - Explores the properties of objects (e.g., size, length, weight, or 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).

- **Possible Examples**
  - **Responding**
    - Child is not yet at the earliest developmental level on this measure.
  - **Exhibiting**
    - Child is emerging to the next developmental level.
  - **Building**
    - Unable to rate this measure due to extended absence.

- **COG 5: Measurement**
  - Gestures by holding one hand high in the air to indicate that an adult is tall.
  - Positions arms and legs far apart to "catch" a big ball while sitting on the floor.
  - Finds the big doll when asked to do so.
  - Grunts before picking up an object that might be heavy.
  - Makes repeated attempts to put different-sized trucks into a small tunnel.
  - Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse.
  - Pours water or sand back and forth between containers of different sizes.
  - Communicates, "Este es más largo," ["This one is longer," in Spanish] when placing train tracks side by side to check which is longer.
  - Chooses the bigger of two buckets when asked to bring the one that will hold more water.
  - Communicates, "Mine is taller," when building a block tower next to a peer's block tower.
  - Arranges several leaves by size while outside on the playground.
  - Lines up several stuffed animals from smallest to largest, during pretend play.
  - Arranges five shapes on an electronic tablet from small to large by touching and dragging.
  - Puts four different objects on a balance scale, then lines them up from lightest to heaviest.
  - Fills a measuring cup twice to add two cups of oatmeal during a cooking activity.
  - Uses a balance scale to find out which of two fruits is heavier.
  - Uses footsteps to measure the length of a rug and communicates, "This rug is 10 steps long!"
### Developmental Domain: COG — Cognition, Including Math and Science

**COG 6: Patterning**
Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Notices and responds to simple repeating sequences</td>
<td>Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions</td>
<td>Matches simple sequences that are seen, heard, or experienced</td>
</tr>
<tr>
<td>• Watches intently and waves hands while adult sings “Open, shut them” song.</td>
<td>• Pays attention to and attempts to follow the sequence as an adult claps, taps, claps, and taps.</td>
<td>• Lines up farm animals in the same order as a peer does.</td>
<td>• Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.</td>
</tr>
<tr>
<td>• Makes “E” sound during a song of “E-I-E-I-O.”</td>
<td>• Follows snack-time routines with reminders to wash hands, go to the snack area, and sit at a table.</td>
<td>• Repeats series of actions of touching head, shoulders, knees, and toes during the song “Head, Shoulders, Knees, and Toes.”</td>
<td>• Claps, stomps, and then repeats.</td>
</tr>
<tr>
<td>• Watches another child hit drum twice, followed by adult hitting the drum twice.</td>
<td>• Sings “E-I-E-I-O” and some animal sounds during the song “Old MacDonald’s Farm.”</td>
<td>• Repeats the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book Brown Bear, Brown Bear, What Do You See?</td>
<td>• Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).</td>
</tr>
</tbody>
</table>

○ Child is not yet at the earliest developmental level on this measure
○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
## COG 7: Shapes
Child shows an increasing knowledge of shapes and their characteristics

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Domain: COG — Cognition, Including Math and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COG 7: Shapes</strong></td>
</tr>
<tr>
<td>Child shows an increasing knowledge of shapes and their characteristics</td>
</tr>
</tbody>
</table>

#### Developmental Domain: COG — Cognition, Including Math and Science

**COG 7: Shapes**

Child shows an increasing knowledge of shapes and their characteristics

### Mark the latest developmental level the child has mastered:

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<tr>
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<tbody>
<tr>
<td><strong>COG 7: Shapes</strong></td>
</tr>
<tr>
<td>Child shows an increasing knowledge of shapes and their characteristics</td>
</tr>
</tbody>
</table>

### Possible Examples

Mark the latest developmental level the child has mastered:

- **Child is not yet at the earliest developmental level on this measure**
- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

<table>
<thead>
<tr>
<th><strong>Responding</strong></th>
<th><strong>Exploring</strong></th>
<th><strong>Building</strong></th>
<th><strong>Integrating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td><strong>Explores shapes of objects</strong></td>
<td><strong>Manipulates objects based on shape</strong></td>
<td><strong>Identifies or names several shapes in the environment (e.g., circles, squares, triangles)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Feels along the edges of a triangle.**
- **Puts one or two rings on a ring stack.**
- **Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table.**
- **Moves along a line of a circle painted on the pavement in an outdoor play area.**
- **Puts a square-shaped puzzle piece into the correct hole of a form board.**
- **Tries a variety of solutions to fit lids on boxes and other containers.**
- **Puts a circle piece into the correct hole of a shape sorter.**
- **Places different-shaped blocks on shelves labeled with matching shapes.**
- **Uses ink stamps to make a row of circles and a row of squares.**
- **Chooses blocks of the same shape to build a tower with a peer.**
- **Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game.**
- **Communicates, “Ahora haré el triángulo,” [“Next, I’ll do the triangle,” in Spanish] after placing a square in a puzzle.**
- **Communicates, “My sandwich is a square,” while holding up a sandwich at lunch.**
- **Names “square,” “circle,” and “triangle” after exploring each shape piece with hands.**
- **Finds embedded shapes in a picture book, such as Bear in a Square.**
- **Communicates that the face in a figure drawing is a circle.**
- **Communicates, “It’s an upside-down triangle,” after noticing a yield sign.**
- **Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.**
- **Communicates that a triangle has three sides and a square has four sides.**
- **Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.**

- **Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.**
### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
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<tr>
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<td>Later</td>
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<td>Later</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Early</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - 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
  - Demonstrates awareness of major body parts by exploring their movement potential
  - Tries different ways to coordinate movements of large or small body parts
  - Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Earlier**
  - Moves toward a familiar adult while being picked up.
  - Turns head in response to a light being turned on.
  - Quiets in response to an adult singing.
  - Responds to being touched on the cheek.
  - 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
  - Demonstrates awareness of major body parts by exploring their movement potential
  - Tries different ways to coordinate movements of large or small body parts
  - Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Later**
  - Shifts body to stabilize it, in order to reach up toward an adult’s face while sitting on the adult’s lap.
  - Repositions body in order to manipulate levers and buttons on a busy box.
  - Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.
  - Changes movements when dancing with scarves.
  - Starts and stops movements of different body parts during a freeze-dance game.
  - Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.”
  - Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.
  - Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.
  - Does several different ways to move through sections of a new obstacle course.
  - Walks carefully after slipping on wet leaves or grass during a nature walk.

- **Middle**
  - Participates in songs or games requiring movement of specific body parts.
  - Moves up and down, with increasing momentum, to shake bells louder.
  - Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.
  - Changes movements when dancing with scarves.
  - Starts and stops movements of different body parts during a freeze-dance game.
  - Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.
  - Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.
  - Raises knees high when following an adult marching.
  - Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.”
  - Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.
  - Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.
  - Does several different ways to move through sections of a new obstacle course.
  - Walks carefully after slipping on wet leaves or grass during a nature walk.

- **Later**
  - Does several different ways to move through sections of a new obstacle course.
  - Walks carefully after slipping on wet leaves or grass during a nature walk.

- **Earlier**
  - Does several different ways to move through sections of a new obstacle course.
  - Walks carefully after slipping on wet leaves or grass during a nature walk.

**Possible Examples**

- **Responding**
  - Moves toward a familiar adult while being picked up.
  - 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
  - Demonstrates awareness of major body parts by exploring their movement potential
  - Tries different ways to coordinate movements of large or small body parts
  - Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Earlier**
  - Responds to being touched on the cheek.
  - 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
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  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Later**
  - Moves toward a familiar adult while being picked up.
  - 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
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- **Employ all skills of movement in play and movement activities.**
  - Competent in the use of movement strategies and concepts in physical activities.
  - Confident and independent in movement activities.
  - Competent in the use of movement strategies and concepts in physical activities.
  - Confident and independent in movement activities.

- **Possible Examples**
  - Moves toward a familiar adult while being picked up.
  - 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
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- **Employ all skills of movement in play and movement activities.**
  - Competent in the use of movement strategies and concepts in physical activities.
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  - Competent in the use of movement strategies and concepts in physical activities.
  - Confident and independent in movement activities.

**Possible Examples**

- **Responding**
  - Moves toward a familiar adult while being picked up.
  - 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
  - Demonstrates awareness of major body parts by exploring their movement potential
  - Tries different ways to coordinate movements of large or small body parts
  - Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Earlier**
  - Responds to being touched on the cheek.
  - 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
  - Demonstrates awareness of major body parts by exploring their movement potential
  - Tries different ways to coordinate movements of large or small body parts
  - Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Middle**
  - Responds to being touched on the cheek.
  - 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
  - Demonstrates awareness of major body parts by exploring their movement potential
  - Tries different ways to coordinate movements of large or small body parts
  - Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

- **Later**
  - Responds to being touched on the cheek.
  - 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
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  - Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
## PD-HLTH 2: Gross Locomotor Movement Skills

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

<table>
<thead>
<tr>
<th>Developmental Domain: PD-HLTH — Physical Development—Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PD-HLTH 2</strong> — Gross Locomotor Movement Skills</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>Developmental Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Responding</td>
</tr>
<tr>
<td>Moves two or more body parts together, often with intention</td>
<td>Exploring</td>
</tr>
<tr>
<td>Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom</td>
<td>Building</td>
</tr>
<tr>
<td>Coordinates movement of whole body while upright, using support</td>
<td>Integrating</td>
</tr>
<tr>
<td>Coordinates basic movements in an upright position without using support</td>
<td>Coordinates movements, in an upright position, that momentarily move whole body off the ground</td>
</tr>
<tr>
<td>Coordinates movements, in an upright position, that momentarily move whole body off the ground</td>
<td>Combines a variety of locomotor movements and moves effectively across a range of activities</td>
</tr>
<tr>
<td>Coordinates movements, in an upright position, that momentarily move whole body off the ground</td>
<td>Combines and coordinates two or more locomotor movements together in effective ways, with some success</td>
</tr>
<tr>
<td>Coordinates movements, in an upright position, that momentarily move whole body off the ground</td>
<td>Combines a variety of locomotor movements and moves effectively across a range of activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is emerging to the next developmental level</td>
</tr>
<tr>
<td>Unable to rate this measure due to extended absence</td>
</tr>
</tbody>
</table>

---

**Possible Examples**

- Turns head in response to stimulation or nourishment.
- Turns head to seek source of stimulation or nourishment.
- Responds involuntarily to a sudden loud noise or movement by extending arms and legs.

### Moves in basic and often involuntary ways

### Moves two or more body parts together, often with intention

### Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom

### Coordinates movement of whole body while upright, using support

### Coordinates basic movements in an upright position without using support

### Coordinates movements, in an upright position, that momentarily move whole body off the ground

### Combines and coordinates two or more locomotor movements together in effective ways, with some success

### Combines a variety of locomotor movements and moves effectively across a range of activities
### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 3: Gross Motor Manipulative Skills

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

<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Uses arms, legs, or body to move toward or reach for people or objects</td>
<td>Uses arms, legs, or body to engage in simple, repeated actions on objects</td>
<td>Manipulates objects, using one or more body parts, with limited stability</td>
<td>Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements</td>
</tr>
<tr>
<td><strong>Response Examples</strong></td>
<td>Kicks legs.</td>
<td>Bangs a cup on a table.</td>
<td>Raises arm to throw a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</td>
<td>Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</td>
</tr>
<tr>
<td>• Kicks against a nearby object.</td>
<td>• Picks up and drops blocks while holding onto a low table.</td>
<td>• Practices throwing a stationary ball, stops, and pushes ball with foot, then steadies self.</td>
<td>• Uses hands to catch a beanbag tossed to either side of the body.</td>
<td></td>
</tr>
<tr>
<td>• Extends arm.</td>
<td>• Sits with legs apart and traps a rolling ball with arms.</td>
<td>• Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.</td>
<td>• Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.</td>
<td></td>
</tr>
<tr>
<td>• Flexes foot.</td>
<td>• Moves to a ball, pushes it away, then moves toward it and pushes it again.</td>
<td>• Catches a ball while in a stationary position, using arms to bring it in and hold it against body.</td>
<td>• Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net.</td>
<td></td>
</tr>
<tr>
<td>Possible Examples</td>
<td>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</td>
<td>Manipulates objects, using one or more body parts, with stability but limited coordination</td>
<td>Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements</td>
<td>• Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left food forward, right arm back), maintaining balance.</td>
</tr>
<tr>
<td>• Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.</td>
<td>• Crawls under table to retrieve a block; then crawls back out while holding the block.</td>
<td>• Swings leg back to kick a stationary ball while standing in place.</td>
<td>• Bounces a ball several times while walking.</td>
<td></td>
</tr>
<tr>
<td>• Rolls onto side, toward an object, while lying on a blanket.</td>
<td>• Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it.</td>
<td>• Hands out carpet squares to peers at circle time, sometimes dropping them.</td>
<td>• Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.</td>
<td></td>
</tr>
<tr>
<td>• Reaches toward a familiar adult, using both arms.</td>
<td>• Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</td>
<td>• Catches a ball while in a stationary position, using arms to bring it in and hold it against body.</td>
<td>• Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.</td>
<td></td>
</tr>
</tbody>
</table>
**Developmental Domain: PD-HLTH — Physical Development–Health**

**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*

---

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td><strong>Moves arms or hands in basic ways</strong></td>
<td><strong>Uses arms or hands to make contact with objects in the environment</strong></td>
<td><strong>Grasps objects with entire hand</strong></td>
<td><strong>Manipulates objects with one hand while stabilizing the objects with another hand or with another part of body</strong></td>
</tr>
</tbody>
</table>

**Possible Examples**

- Curls fingers around an adult’s finger.
- Brings fist to mouth.
- Makes small movements of arms and hands near the sides of body.

- Holds a stuffed toy against body.
- Pulls an object closer, using a raking motion.
- Pushes hands against an adult.

- Uses fingers and palm to grasp toys of different shapes or sizes.
- Holds a stacking ring with full fist.

- Holds a spoon with full fist while being fed by an adult with another spoon.
- Grasps objects with fingers and thumb.

- Holds a spoon, using thumb and fingers.
- Pinches cereal pieces between finger and thumb.
- Picks up a stacking ring, using fingers and thumb.

- Lifts a cup to mouth with both hands, but may spill some.
- Scribbles back and forth on pavement with sidewalk chalk, using one hand.

- Grasps and turns a doorknob, but may not have strength or coordination to open the door.
- Holds play dough with one hand while cutting it with a wooden knife.

- Holds a cup to mouth with both hands, but may spill some.
- Scribbles back and forth on pavement with sidewalk chalk, using one hand.

- Holds play dough with one hand while cutting it with a wooden knife.
- Holds a cup to mouth with both hands, but may spill some.

- Grasps objects with fingers and thumb.
- Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects.

- Manipulates objects with one hand while stabilizing the objects with another hand or with another part of body.
- Manipulates objects with both hands doing different movements.

- Earlier™
- Middle™
- Later™

*Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.*

---

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

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**Fine Motor Manipulative Skills**

**PD-HLTH 4**

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**PD-HLTH 4**
### PD-HLTH 5: Safety
Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities*

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
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</table>

- Reacts to unpleasant stimulation or events in basic ways
- Responds to situations that make child feel unsafe
- Seeks to make contact with familiar adult
- Follows adults' guidance about basic safety practices
- Follows basic safety practices on own in familiar environments, with occasional adult reminders
- Applies basic safety practices on own across different situations
- Communicates an understanding of some safety practices to others

#### Possible Examples

- **Responding**
  - Reacts to unpleasant stimulation or events in basic ways
  - Responds to situations that make child feel unsafe
  - Seeks to make contact with familiar adult
  - Follows adults' guidance about basic safety practices
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- **Building**
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Follows basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- **Integrating**
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

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

- **Possible Examples**
  - Reacts to unpleasant stimulation or events in basic ways
  - Responds to situations that make child feel unsafe
  - Seeks to make contact with familiar adult
  - Follows adults' guidance about basic safety practices
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- **Responding**
  - Reacts to unpleasant stimulation or events in basic ways
  - Responds to situations that make child feel unsafe
  - Seeks to make contact with familiar adult
  - Follows adults' guidance about basic safety practices
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- **Building**
  - Follows basic safety practices on own in familiar environments, with occasional adult reminders
  - Follows basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

- **Integrating**
  - Applies basic safety practices on own across different situations
  - Communicates an understanding of some safety practices to others

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

#### Conditional Measure
- **Measure not rated:** this measure is not used for documenting progress or planning this child’s learning activities and supports. (Required for children with IEPs)

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 6: Personal Care Routines: Hygiene

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

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**Mark the latest developmental level the child has mastered:**

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<th>Responding</th>
<th>Exploring</th>
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**Possible Examples**

- **Responding**
  - Looks at an adult’s face, or quiets, during a diaper change.
  - Closes eyes when face is washed.
  - Kicks legs during a diaper change.

- **Exploring**
  - Attends to an adult’s actions during diapering routine.
  - Pulls at diaper or pants when diaper needs to be changed.
  - Shows excitement during bath time.
  - Communicates to an adult the need for help with toileting or for a diaper change.
  - Closes eyes when face is washed.
  - Shows excitement during bath time.
  - Communicates to an adult the need for help with toileting or for a diaper change.
  - Pulls at diaper or pants when diaper needs to be changed.
  - Shows excitement during bath time.
  - Communicates to an adult the need for help with toileting or for a diaper change.
  - Pulls at diaper or pants when diaper needs to be changed.

- **Building**
  - Pulls at diaper or pants when diaper needs to be changed.
  - Shows excitement during bath time.
  - Communicates to an adult the need for help with toileting or for a diaper change.
  - Pulls at diaper or pants when diaper needs to be changed.
  - Shows excitement during bath time.
  - Communicates to an adult the need for help with toileting or for a diaper change.
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  - Pulls at diaper or pants when diaper needs to be changed.
  - Shows excitement during bath time.
  - Communicates to an adult the need for help with toileting or for a diaper change.

- **Integrating**
  - Uses toilet on own, sometimes forgetting to do one step, such as washing hands.
  - Washes and partially dries hands, and then dries them completely when suggested to by an adult.
  - Coughs and sneezes into elbow most of the time.
  - Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

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*Child is emerging to the next developmental level*

*Unable to rate this measure due to extended absence*
Developmental Domain: PD-HLTH — Physical Development–Health

### PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

#### Mark the latest developmental level the child has mastered:

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<tr>
<th>Responding</th>
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<th>Integrating</th>
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**Possible Examples**

- Turns toward an adult’s touch during feeding.
- Sucks on the nipple of a bottle or breast.
- Gazes at or nuzzles up to an adult when feeding.
- Closes lips around food on a spoon.
- Puts one or both hands on a bottle or breast while being held during feeding.
- Reaches for a spoon while being fed.
- Shows excitement as an adult approaches with a bottle or bowl.

- Feeds self some finger food items
- Feeds self some foods using a spoon and cup, sometimes needing help
- Feeds self a wide variety of foods using a spoon, fork, and an open cup
- Serves self or others by scooping or pouring from containers
- Prepares simple foods to serve to self or others

### Conditional Measure

- Measure not rated: this measure is not used for documenting progress or planning this child’s learning activities and supports. (Required for children with IEPs)

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
## Developmental Domain: PD-HLTH — Physical Development–Health

### PD-HLTH 8: Personal Care Routines: Dressing

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

<table>
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<tr>
<th>Responding</th>
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<th>Integrating</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds in basic ways during dressing</td>
<td>Responds in ways that demonstrate awareness of a dressing routine</td>
<td>Anticipates one or two steps of a dressing routine</td>
<td>Participates with adult in dressing self</td>
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</tbody>
</table>

#### Possible Examples

- Cries or fusses when diaper is changed.
- Looks at adult while being dressed.
- Blinks eyes as clothing is placed over head.

<table>
<thead>
<tr>
<th>Possible Examples</th>
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<tbody>
<tr>
<td>Shifts body as an adult puts a clean diaper on child.</td>
<td>Extends arms out when an adult approaches with a jacket.</td>
<td>Pushes arms through the sleeves of a shirt held by an adult.</td>
<td>Puts legs through pant legs with adult assistance, and then pulls up pants on own.</td>
</tr>
<tr>
<td>Squirms to avoid having shirt being pulled over the head while being dressed.</td>
<td>Leans toward an adult while a shirt is being put on child.</td>
<td>Lifts smock for an adult to pull it over child’s head.</td>
<td>Puts on own jacket as an adult holds it open or lays it out.</td>
</tr>
<tr>
<td>Allows an adult to move child’s arms while removing child’s jacket.</td>
<td>Sits down and extends feet for an adult to put shoes on child.</td>
<td>Slips foot into shoe while an adult holds it open.</td>
<td>Puts feet into shoes on own.</td>
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<tr>
<td></td>
<td></td>
<td>Lifts one leg, then the other, while an adult guides child’s legs into pants.</td>
<td>Pulls on loose-fitting socks on own.</td>
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</tbody>
</table>

- Zips own jacket up, but needs adult assistance with starting the zipper.
- Puts on own socks and shoes, but needs shoes tied or tabs fastened.
- Changes into T-shirt and sweatpants on own after water play.

- Puts on shoes and fastens tabs.
- Buttons own jacket.
- Zips and snaps own pants.

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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**Conditional Measure**

Measure not rated: this measure is not used for documenting progress or planning this child’s learning activities and supports. (Required for children with IEPs)
### Developmental Domain: PD-HLTH — Physical Development—Health

#### PD-HLTH 9: Active Physical Play
Child engages in physical activities with increasing endurance and intensity*

<table>
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<th>Possible Examples</th>
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<td>Engages in brief instances of physical play</td>
<td>Engages in active physical play for short periods of time</td>
<td>Engages in active physical activities or play for moderate amounts of time</td>
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<td></td>
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<td>Engages in active physical play for short periods of time</td>
<td>Engages in active physical activities or play for moderate amounts of time</td>
<td>Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity</td>
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<td></td>
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<td>Engages in active physical activities or play for moderate amounts of time</td>
<td>Engages in active physical activities or play for sustained amounts of time</td>
<td>Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity</td>
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</table>

Possible Examples

- Pushes a wheeled toy for a short distance.
- Climbs up a small slide, sits down, slides, and then goes to another activity.
- Puts toys in a wagon and pulls the wagon around the room.
- Lies prone on a scooter board and uses hands to push self around the room.
- Hops with two feet, pauses, and then hops again, while pretending to be a bunny.
- Runs to the ladder of a slide outdoors, climbs the ladder, and slides.
- Holds a drum and marches with a peer during part of a song.
- Jumps, moves, and waves a streamer in different ways while moving around the playground in a parade.
- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- Joins in a dance started by a peer and then dances until the song ends.
- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- Joins in a dance started by a peer and then dances until the song ends.
- Climbs up and down around a climbing structure several times.
- Rides around the bike trail several times, increasing speed to pass a peer.
- Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).
- Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).
- Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times.
- Joins a group of children playing chase, while propelling own wheelchair.
- Joins a group of children playing chase, while propelling own wheelchair.
- Initiates a dance activity, keeping up with a fast beat until the music ends.
- Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times.
- Joins a group of children playing chase, while propelling own wheelchair.
- Initiates a dance activity, keeping up with a fast beat until the music ends.

* Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child’s capacity for engaging in vigorous active physical play, in which a child’s heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.

- ○ Child is not yet at the earliest developmental level on this measure
- ○ Child is emerging to the next developmental level
- ○ Unable to rate this measure due to extended absence

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**Developmental Domain: PD-HLTH — Physical Development–Health**

**PD-HLTH 10: Nutrition**
Child demonstrates increasing knowledge about nutrition and healthful food choices

### Mark the latest developmental level the child has mastered:

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<th>Responding</th>
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**Possible Examples**

- There are no earlier levels for this measure
- Shows a preference for several favorite foods
- Shows interest in a variety of foods
- Demonstrates knowledge of the characteristics of a variety of foods
- Communicates simple explanations about the healthfulness of different food choices

**Mark the latest developmental level the child has mastered:**

- Selects a banana when offered choice between a banana and a cracker.
- Selects applesauce when offered a choice between applesauce and yogurt.
- Points or gestures towards milk when offered a choice between water and milk.
- Accepts a variety of foods offered from a serving plate.
- Explores unfamiliar foods that are placed on a plate.
- Observes others’ reactions when they eat food items that are unfamiliar to child.
- Communicates, “Me gustan las bananas y las manzanas,” [“I like bananas and apples,” in Spanish] when selecting bananas and apples from a plate of sliced fruit.
- Identifies several pretend food items when playing restaurant with a peer.
- Makes different pretend food items, such as a tortilla and a pizza, with play dough.
- Communicates, “This rice is sticky.”
- Communicates, “I like mangos. They’re sweet.”
- Purses lips together and shakes head, “No,” when offered a slice of lemon to taste while making lemonade.
- Communicates, “This rice is sticky.”
- Communicates, “First we eat vegetables, and later we can have dessert.”
- Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods.
- Chooses to drink water instead of lemonade during snack time.
- Communicates, “Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans,” [“My mama said that I will grow big and strong if I eat my beans,” in Tagalog].
- Communicates, “Broccoli is good for you,” when eating broccoli.
- Communicates, “Milk is good for my teeth.”
- Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better.
- Communicates, “Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans,” [“My mama said that I will grow big and strong if I eat my beans,” in Tagalog].
- Communicates, “Broccoli is good for you,” when eating broccoli.
- Tells a peer, “Milk is good for my teeth.”
- Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better.
- Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods.
- Chooses to drink water instead of lemonade during snack time.

- Communicates, “Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans,” [“My mama said that I will grow big and strong if I eat my beans,” in Tagalog].
- Communicates, “Broccoli is good for you,” when eating broccoli.
- Communicates, “Milk is good for my teeth.”
- Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better.
- Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods.
- Chooses to drink water instead of lemonade during snack time.

**Conditional Measure**
- Measure not rated: this measure is not used for documenting progress or planning this child’s learning activities and supports. (Required for children with IEPs)