



Minnesota Early Childhood Indicators of Progress (ECIPs) and Kindergarten Academic Standards Alignment Crosswalk for the Desired Results Developmental Profile – Kindergarten* (DRDP-K*) Assessment

Introduction

The Minnesota Department of Education (MDE) is committed to building a standards-based early learning through third grade comprehensive assessment system. A critical component of MDE's comprehensive assessment system are age-appropriate [Kindergarten Entry Profile](#) (KEP)-approved assessments. These standards-based assessments produce valid and reliable data and are also high-quality, comprehensive and developmentally appropriate. The data from KEP-approved assessments can help teachers, administrators, and families understand what students know and are able to do to support their success in school and beyond. While the DRDP-K can only be used with children in kindergarten, there are other versions that can be used with children from birth to kindergarten entry across settings and programs (e.g., prekindergarten, kindergarten, voluntary prekindergarten (VPK), school readiness, school readiness plus, early childhood special education, Head Start, and child care programs). DRDP-K data (along with other relevant information) can also be used to guide continuous program improvement efforts including Reading Well by Third Grade, World's Best Workforce, and Child Outcome Summary Forms (COSF) reporting as well as to fulfill the assessment requirement for Parent Aware 3 and 4 star rated programs.

This alignment crosswalk helps answer the question "How do we know that the DRDP-K measures what Minnesota's children and students know and are able to do?" The embedded chart illustrates how the DRDP-K aligns (i.e., connects directly to) Minnesota's (a) early learning standards, aka the [Early Childhood Indicators of Progress](#) (ECIPs) and (b) [Kindergarten Academic Standards](#) (as well DRDP-K measures that do not align to the ECIPs).

All KEP-approved assessments, including the DRDP-K, should be used in the manner in which they were designed to yield valid results (i.e., use the whole assessment and do not mix and match items). Importantly, data from the DRDP-K should **not** be used to (a) determine whether a student is retained or (b) to make high stakes decisions about children, teachers, or programs. For more information on the DRDP-K, please visit [WestEd's DRDP website](#).

How this document is organized:

1. Each ECIP Domain of Learning has its own section (or table).
2. Column one lists all ECIP Subcomponents and column two lists the ECIP Indicator(s), or expectations, for 4-5 year olds/fall of kindergarten.
3. Column three lists the DRDP-K's measures for kindergartners.
4. Column four lists the Kindergarten Academic Standards (if any) that align to the ECIP and DRDP-K Measures. Minnesota's Kindergarten Academic Standards are the expectations for the **end** of kindergarten.
5. "None" indicates that no alignment exists.

*: The version of the DRDP-K that is a KEP-approved assessment is the "Kindergarten Comprehensive View."

Alignment Crosswalk for the DRDP-K

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Approaches to Learning

Component AL 1-2: Initiative and Curiosity

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things	AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them. AL1.11 Eager to investigate new things and have new experiences	ALT-REG 1 Curiosity and Initiative in Learning	None
AL2 Wonderment: Child expresses interest in novelty	AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment	COG SCI 2 Inquiry Through Observation and Investigation	None

Approaches to Learning

Component AL 3-6: Attentiveness, Engagement and Persistence

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment	AL3.7 Attends to large group activities led by a teacher for sustained periods AL3.8 Participates in large group activities and discussion AL3.9 Listens to others	None	None
AL4 Self-direction: Child makes choices based upon own interests	AL4.5 Creates a plan to achieve a goal and follows through to completion	None	None
AL5 Diligence: Child is focused and productive	AL5.6 Conscientiously attempts to complete assigned tasks	ALT REG 3 Engagement and Persistence	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
AL6 Resilience: Child responds to challenge by adapting	AL6.6 Maintains a positive outlook in spite of challenges AL6.7 Demonstrates ability to adjust to changes	ALT REG 3 Engagement and Persistence	None

Approaches to Learning

Component AL 7-9: Creativity

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
AL7 Immersion: Child becomes absorbed in the process of exploration	AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity	ALT-REG 1 Curiosity and Initiative in Learning	None
AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play	AL8.9 Approaches tasks with imagination and inventiveness	VPA 1 Visual Art VPA 2 Music VPA3 Drama VPA 4 Dance	None
AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	AL9.8 Becomes absorbed in the process of creating AL9.9 Purposefully works to create unique products of own choosing	ALT-REG 1 Curiosity and Initiative in Learning	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	AL9.9 Purposefully works to create unique products of own choosing	VPA 1 Visual Art VPA 2 Music VPA3 Drama VPA 4 Dance	None

Approaches to Learning

Component AL 10-13: Processing and Utilizing Information

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
AL10 Working Memory: Child stores and retrieves information in order to use it purposefully	AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc	ALT REG 3 Engagement and Persistence HHS 5 Responsible Conduct as a Group Member	None
AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections	AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects	SED 5 Symbolic and Sociodramatic Play	None
AL12 Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing	AL12.8 Draws conclusions and can explain their thinking AL12.9 Considers another point of view and will change opinion or idea when faced with new information AL12.10 Collaborates with others to investigate a situation or problem	COG SCI 1 Cause and Effect	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
AL12 Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing	AL12.10 Collaborates with others to investigate a situation or problem	COG SCI 3 Documentation and Communication Inquiry	None
AL13 Problem Solving: Child seeks and finds solutions to problems	AL13.5 Independently attempts to solve problems	ALT-REG 1 Curiosity and Initiative in Learning COG SCI 2 Inquiry Through Observation and Investigation	None
	AL13.6 Explains the possible solution and the outcome AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary	COG SCI 1 Cause and Effect	

The Arts

Component A 1-2: Exploring the Arts

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
A1 Child shows an interest in learning about different artistic experiences	A1.5 Integrates a variety of art experiences during play	VPA 1 Visual Art VPA 2 Music VPA3 Drama VPA 4 Dance	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
A2 Child can distinguish differences within each area of artistic expression	A2.5 Discuss differences among artistic expression	VPA 1 Visual Art VPA 2 Music VPA3 Drama VPA 4 Dance LLD 3 Communication and Use of Language (Expressive)	K 1.1.1.1 – K 1.1.5.1 Identify the elements of dance, media arts, music, theater, visual arts K 1.2.5.1 Identify the tools, materials, and techniques from a variety of two- and three- dimensional media such as drawing, printmaking, ceramics or sculpture

The Arts

Component A 3-4: Using the Arts to Express Ideas and Emotions

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
A3 Child demonstrates interest and emotions in artistic expression	A3.5 Elects to spend time in artistic expression with purpose and analyzes their work	VPA 1 Visual Art VPA 2 Music VPA3 Drama VPA 4 Dance	K 3.1.2.1 Share and describe a personal media work
A4 Child understands patterns in artistic media	A4.5 Creates their own artistic patterns	VPA 1 Visual Art VPA 2 Music VPA3 Drama VPA 4 Dance COG MATH 5 Patterning	K 1.1.3.1 Identify the elements of music including melody, rhythm, dynamics, tone color, texture, form and their related forms

The Arts

Component A 5: Self-Expression in the Arts

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
A5 Child uses art for self-expression	A5.5 Intentionally uses art for self-expression	VPA 1 Visual Art VPA 2 Music VPA3 Drama VPA 4 Dance	K 3.1.2.1 Share and describe a personal media work

Language Literacy and Communication

Component LLC 1-2: Listening and Understanding; Receptive Language

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
L1. Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	LLD 1 Understanding of Language (Receptive)	K 0.8.1.1.a Follows agreed upon rules for discussions K 0.8.1.1.d Follows basic oral direction
	L1.13 Follows directions that involve two or more steps	LLD 2 Responsiveness to Language	

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas	L2.11 Negotiates, shares, plans, and solves problems with others	ALT REG 4 Shared Use of Space and Materials LLD 3 Communication and Use of Language (Expressive)	K 0.8.1.1.b Continue a conversation through multiple exchanges K 0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
	L2.12 Asks and answers questions to seek help or get information	LLD 4 Reciprocal Communication and Conversation	

Language Literacy and Communication

Component LLC 3-4: Communicating and Speaking; Expressive Language

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
L3 Vocabulary and syntax: Child understands word order and grammatical rules	L3.14 Uses sentences that express logical relationships between concepts L3.15 Uses increasingly specific words to name objects and their features and functions L3.16 Shares information about experiences, people, places, and things in sequence	LLD 3 Communication and Use of Language (Expressive)	K 0.8.4.4 Describes familiar people places, things, and events and, with prompting and support, provide additional detail K 0.10.4.4 Identifies new meanings for familiar words and apply them accurately K 0.8.6.6 Speaks audibly and express thoughts, feelings, and ideas clearly, and responds to poems, rhymes and songs
L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts	L4.12 Actively participates in reading activities with enjoyment and purpose L4.13 Retells familiar stories using the book as a guide	LLD 5 Interest in Literacy	K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks

Language Literacy and Communication

Component LLC 5-13 Emergent Reading

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language	L5.12 Identifies and continues sound patterns in words L5.13 Plays with the sounds in spoken language, independent of meaning	LLD 8 Phonological Awareness	K 0.3.0.0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
L6 Letter recognition: Child recognized the shapes of letters and recalls the names of letters	L6.6 Recognizes how features of a letter combine to make a specific letter L6.7 Differentiates between letters and other symbols	LLD 9 Letter and Word Knowledge	K 0.3.1.1 (d) Recognize and name all upper and lower case letters of the alphabet
L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print	L7.8 Recognizes some parts of a book and conventions of print L7.9 Knows that English print is left to right and top to bottom L7.10 Points to words and attempts to read, or asks, "what does it say?"	LLD 7 Concepts About Print	K 0.3.1.1 (a-d) Demonstrates understanding of the organization and basic features of print
L8 Comprehension of narrative text: Child understands the events and order of events in a story	L8.13 Predicts what will happen next in a story using words or drawings	LLD 5 Interest in Literacy	K 0.1.3.3 With prompting and support, identify characters, settings and major events in a story K (0.1.2.2 0.2.1.1, 0.2.2.2, 0.2.3.3) With prompting and support, retell familiar stories, including key details K 0.1.1.1 With prompting and support ask and answer questions about key details in a text

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
	<p>L8.13 Predicts what will happen next in a story using words or drawings</p> <p>L8.14 Retells a story using a variety of media, materials, and props</p> <p>L8.15 Restates and describes the concepts from the text</p>	LLD 5 Comprehension of Age-Appropriate Text	
L9 Writing conventions: Child understands the forms and function of written language	<p>L9.10 Writes own name, and words about things that interest them</p> <p>L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.</p> <p>L9.12 Uses invented spelling</p> <p>L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories</p>	LLD 10 Emergent Writing	K 0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

Mathematics

Component M 1-6: Number Knowledge

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity	<p>M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects</p> <p>M1.15 Recites number words aloud, backward, down from at least 10 without objects</p> <p>M1.16 Is able to name the next number word for numbers up to 9</p> <p>M1.17 Reads and writes numerals from 0 to 10, with some reversals possible</p>	COG MATH 2 Number Sense of Quantity	<p>K 1.1.3 Count, with and without objects, forward and backward to at least 20</p> <p>K 1.1.2 Read, write, and represent whole numbers from 0 to at least 31</p>
M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”	M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four	COG MATH 2 Number Sense of Quantity	None
M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set	M3.5 Gives 5 or more items correctly and consistently when asked	COG MATH 2 Number Sense of Quantity	<p>K 1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.</p> <p>K 1.2.2 Compose and decompose numbers up to 10 with objects and pictures</p>
M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence	M4.3 Recognizes that a number can be used to represent a position in a sequence	None	K 1.1.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have	M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes	None	None
M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes	<p>M6.4 States the number that comes next or before up to 10</p> <p>M6.5 Understands that the quantity of a set of (more than 4) objects has been changed</p> <p>M6.6 Without recounting, can add one more to a set, even when the set isn't visible after counting</p> <p>M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)</p> <p>M6.8 Uses simple physical strategies to combine or separate sets</p>	COG MATH 3 Number Sense of Math Operations	<p>K 1.1.4 Find a number that is 1 more or 1 less than a given number</p> <p>K 1.1.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence</p> <p>K 1.2.2 Compose and decompose numbers up to 10 with objects and pictures</p> <p>K 1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10</p>

Mathematics

Component M 7: Measurement

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time, duration.)	<p>M7.9 Compares and orders more than two items in some way</p> <p>M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)</p>	COG MATH 4 Measurement	<p>K 3.2.1 Use words to compare objects according to length, size, weight and position</p> <p>K 3.2.2 Order 2 or 3 objects using measurable attributes, such as length and weight</p>

Mathematics

Component M 8: Patterns

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity	<p>M8.8 Uses words or pictures to describe a simple pattern</p> <p>M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)</p> <p>M8.10 Copies complex patterns with same materials</p> <p>M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)</p>	COG MATH 5 Patterning	K 2.1.1 Identify, create, complete, and extend simple patterns using shape, color, size, growing or shrinking such as ABB, ABB, ABB or number, sounds and movements

Mathematics

Component M 9-11: Geometry and Spatial Thinking

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose	<p>M9.5 Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners</p> <p>M9.6 Puts together (composes) and takes apart (decomposes) shapes</p>	COG MATH 6 Shapes	K 3.1.1 Recognize basic two- and spheres. and three dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and sphere
M10 Transformations and symmetry: The child can locate and manipulate shapes in space	M10.9 Recognizes and creates shapes that have symmetry	COG MATH 6 Shapes	K 3.1.3 Use basic shapes and spatial reasoning to model objects in the real world

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people or objects	M11.6 Recognizes and describes position of objects in space with greater accuracy M11.7 Draws a simple map M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout, includes transformation, scale, dimension, orientation and distance	None	K 3.1.3 Use basic shapes and spatial reasoning to model objects in the real-world

Mathematics

Component M 12: Data Analysis

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M12 Sorting: The child recognizes that objects can be sorted by attributes	M12.7 Describes the attribute used for sorting or comparing M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute	COG MATH 1 Classification	K 3.1.2 Sort objects using characteristics such as shape, size, color and thickness

Mathematics

Component M 13-14: Data Analysis

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics	M13.4 Sorts information by one or more attribute	COG MATH 1 Classification	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
	M13.3 Participates as group member in the collection of data that is put on a chart or graph M13.5 Independently collects data to put on a chart or graph	COG SCI 3 Documentation and Communication of Inquiry	
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions	M14.3 Uses language to compare data M14.5 Discusses, compares and makes sense of collected data	LLD 3 Communication and Use of Language (Expressive)	None
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions	M14.5 Discusses, compares and makes sense of collected data	COG SCI 2 Inquiry Through Observation and Investigation	None
	M14.3 Uses language to compare data M14.5 Discusses, compares and makes sense of collected data M14.5 Discusses, compares and makes sense of collected data	COG SCI 3 Documentation and Communication of Inquiry	

Physical and Movement Development

Component P 1-4: Gross Motor

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
P3 Locomotion: Childs moves their body through space from one place to another	P3.21 Walks on a wide (12">) slightly raised pathway P3.25 Moves many times through an obstacle course: over, under and around	PD 1 Perceptual-Motor Skills and Movement Concepts	None
P3 Locomotion: Childs moves their body through space from one place to another	P3.22 Walk up and down stairs holding handrail P3.23 Jumps off variable heights using a one-foot lead or with two feet P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and step-hop)	PD 2 Gross Locomotor Movement Skills	None
P4 Object control: Child can manipulate objects to propel or receive	P4.11 Kicks playground ball or small soccer ball to a close wide target P4.12 Throws a small ball with some accuracy to a target or person P4.13 Catches a large or medium-sized ball using two hands P4.14 Bounces and catches a playground ball a few times using two hands P4.15 Attempts to pump legs to swing on swing	PD Gross Motor Manipulative Skills	None

Physical and Movement Development

Component P 5-6: Fine Motor

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle P5.16 Draws letters and/or part of name with some reversals P5.17 Draws stick people and some objects	PD 4 Fine Motor Manipulative Skills	None
P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene	P6.14 Dresses with near independence P6.15 Puts shoes on the correct feet. May need help with ties and fasteners P6.16 Puts boots on correct feet. May need help with ties and fasteners P6.17 Puts coat on and takes off P6.18 Uses the bathroom independently	HLTH 2 Personal Care Routines	None

Scientific Thinking

Component ST 1-2: Discover

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment	ST1.7 Verbally identifies obvious differences and similarities ST1.8 Expresses curiosity and/or formulates questions of complex concepts	ALT REG 1 Curiosity and Initiative in Learning	K 2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings	ST2.12 Uses tools in new and novel ways	ALT REG 1 Curiosity and Initiative in Learning	K 1.1.2.1 Use observation to develop an accurate o description of natural phenomena and compare one's observational and descriptive with those of others K 4.1.1.1 Observed compare plants and animal
	ST2.10 Starts with a useful, general approach to investigation even if details may be lacking ST2.11 Uses discernment to inform exploration ST2.12 Uses tools in new and novel ways	COG SCI 2 Inquiry Through Observation and Investigation	

Scientific Thinking

Component ST 3-4: Act

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed	ST3.14 Makes a plan in advance with an intended outcome ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes ST3.16 Makes a prediction when prompted	COG SCI 1 Cause and Effect	K 4.2.1.1 Observe a natural system or its model and identify living and nonliving components of the system

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
	ST3.17 Changes a plan or refines actions when outcome is not as expected		
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	ST4.10 Offers critique of an experience based on examination of outcomes ST4.11 Sees outcomes as the result of one's behavior or actions ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered	COG SCI 3 Documentation and Communication of Inquiry	K 1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one's observations and descriptions with others K 3.2.2.2 Identify the sun as a source of heat and light K 3.2.2.1 Monitor daily and seasonal changes in weather and summarize changes

Scientific Thinking

Component ST 5-6: Integrate

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	ST 5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas	LLD 10 Emergent Writing	K 1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one's observations and descriptions with others K 2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system
	ST5.13 Retells/describes own actions in process of experimenting	LLD 3 Communication and Use of Language (Expressive)	

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
	ST5.14 Talks with others about questions, actions, ideas, observations or results ST5.15 Articulates and shares aloud explanations based on reasoning and evidence	COG SCI 3 Documentation and Communication of Inquiry	
	ST5.14 Talks with others about questions, actions, ideas, observations or results	LLD 4 Reciprocal Communication and Conversation	
	ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas	PD 4 Fine Motor Manipulative Skills	
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation	ST6.8 Compares findings to predictions or expected results	COG SCI 1 Cause and Effect	K 1.2.1.1 Sort objects into two groups: those that are found in nature and those that are human made K 2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system
	ST6.8 Compares findings to predictions or expected results ST 6.11 Determines approach to situation, problem or challenge	COG SCI 2 Inquiry Through Observation and Investigation	

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
	ST6.9 Identify what to look for, measure, or test to answer questions	COG SCI 3 Documentation and Communication of Inquiry	
	ST 6.10 Develops and applied rules	COG SCI 4 Knowledge of the Natural World	
	ST 6.11 Determines approach to situation, problem or challenge	HHS 1 Sense of Time	

Social and Emotional Development

Component SE 1-3: Self and Emotional Awareness

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SE1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	SE1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed	ALT REG 2 Self-Control of Feelings and Behaviors	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
	SE1.10 Demonstrates increasing confidence and inclination to express opinions and ideas	SED 1 Identity of Self in Relation to Others	
SE2 Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world	SE2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities SE2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others	SED 1 Identity of Self in Relation to Others	None
SE3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors	SE3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions	ALT REG 2 Self-Control of Feelings and Behaviors	None
	SE3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors	SED 2 Social and Emotional Understanding	

Social and Emotional Development

Component SE 4-5: Self-Management

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SE4 Managing Thinking: Child manages attention and thoughts	SE4.13 Talks through simple tasks and conflicts, seeking adult support as needed	SED 3 Relationships and Social Interactions with Familiar Adults	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SE5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	<p>SE5.21 Increasingly expresses feelings, needs, opinions and desires verbally</p> <p>SE5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)</p> <p>SE5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance</p> <p>SE5.24 Shows increasing ability to stop and think before acting</p>	ALT REG 2 Self-Control of Feelings and Behaviors	None

Social and Emotional Development

Component SE 6-8: Social Understanding and Relationships

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SE6 Social Responsiveness: Child notices and responds to others and their emotions	<p>SE6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)</p> <p>SE6.10 Responds appropriately to others' emotions</p>	SED 2 Social and Emotional Understanding	None
	SE6.11 Shows increasing understanding and appreciation of the perspectives of peers	SED 4 Relationships and Social Interactions with Peers	

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SE7 Building relationships: Child establishes and sustains relationships with others	SE7.9 Builds friendships through play, learning activities and conversation with peers SE7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.	SED 3 Relationships and Social Interactions with Familiar Adults	None
SE8 Social skills: Child responds to and interact with others in a meaningful way	SE8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults SE8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed	SED 4 Relationships and Social Interactions with Peers HHS 5 Responsible Conduct as a Group Member	None
	SE8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed	HHS 4 Conflict Negotiation	

Social Systems

Component SS 1-2: Community, People and Relationships

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SS1 Self-identity in the community: Understands the different ways people form their identity	SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs SS1.9 Demonstrates an understanding that families vary SS1.10 Identifies some family traditions and customs	SED 1 Identity of self in Relation to Others	None

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SS2 Civics: Child understands what it means to be a member of the community	SS2.10 Participates in a variety of roles in the early childhood environment	SED 1 Identity of self in Relation to Others	K 1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values K 1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules
	SS2.9 Demonstrates an understanding of rules and why they are important	HLTH 1 Safety	
	SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them	HSS 2 Sense of Place	
	SS2.8 Practices the ways groups make choices and decisions with support SS2.9 Demonstrates an understanding of rules and why they are important	HSS 5 Responsible Conduct as a Group Member	

Social Systems

Component SS 3-4: Change over Time

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events	SS3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy SS3.11 Compares self to older and younger family members and friends with specific examples	HSS 1 Sense of Time	K 4.1.1.1 Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
	SS3.12 Describes a chronological order in a series of familiar events SS3.13 Reflects on the impact of past, present and some future events on self and family		
SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions	SS4.4 Asks more questions about families and culture to build deeper understanding SS4.5 Compares own cultural traditions with others to understand similarities and differences	SED 1 Identity of self in Relation to Others	K 4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds

Social Systems

Component SS 5-6: Environment

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SS5 Conservation: Understands that some environmental resources are limited	SS5.5 With support participates in community conservation activities (playground clean up, etc.)	HSS 3 Ecology	K 1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values
SS6 Physical characteristics of community: Child can identify important physical features in their environment	SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc) SS6.5 Uses tools to represent immediate environment	HSS 2 Sense of Place	K 3.1.1.1 Describe spatial information depicted in simple drawings and pictures

Social Systems

Component SS 7: Economics

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SS7 Economic reasoning: Child begins to understand basic economic principles	SS7.7 Negotiates and shares with other children during play	ALT-REG 4 Shared Use of Space and Materials	K 2.1.1.2 Identify goods or services that could satisfy a specific need or want
	SS7.9 Identifies goods and services that could meet a specific need or want	COG SCI 1 Cause and Effect	
	SS7.8 Begins to label individual needs and wants with support SS7.9 Identifies goods and services that could meet a specific need or want	HSS 3 Ecology	

Social Systems

Component SS 8: Technology

ECIP Subcomponent(s)	ECIP Indicator(s) 4-5 years & Fall of Kindergarten	DRDP-K Kindergarten Year	Kindergarten Academic Standard(s) End of Kindergarten
SS8 Digital citizenship: The ability to choose and use some digital technology appropriately	SS8.2 Knows when, how, and why to use a variety of tools for learning including digital technology SS8.3 With support engages in responsible use of all tools including digital technology	None	None