DRDP (2015)
Preschool View

mini measures

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The 8 Domains of the DRDP (2015)

Approaches to Learning- Self-Regulation (ATL-REG)

Social and Emotional Development (SED)

Language and Literacy Development (LLD)

English-Language Development (ELD)

Cognition, Including Math and Science (COG)

Physical Development-Health (PD-HLTH)

History-Social Science (HSS)

Visual and Performing Arts (VPA)

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Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

7 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

7 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

7 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

7 Measures

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 1: Attention Maintenance

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 1: Attention Maintenance

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

Developmental Domain
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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 1: Attention Maintenance

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

ATL-REG 1: Attention Maintenance

Responding Earlier	Attends or responds briefly to people, things, or sounds
Responding Later	Shifts attention frequently from one person or thing to another
Exploring Earlier	Maintains attention, on own or with adult support, during brief activities
Exploring Later	Maintains attention, with adult support, during activities that last for extended periods of time
Building Earlier	Maintains attention on own during activities that last for extended periods of time
Building Middle	*There are no later levels for this measure*
Building Later	*There are no later levels for this measure*
Integrating Earlier	*There are no later levels for this measure*

1

ATL-REG

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ATL-REG 1: Attention Maintenance

Responding Earlier	Attends or responds briefly to people, things, or sounds
Responding Later	Shifts attention frequently from one person or thing to another
Exploring Earlier	Maintains attention, on own or with adult support, during brief activities
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Building Middle	*There are no later levels for this measure*
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1

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1

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Building Middle	*There are no later levels for this measure*
Building Later	*There are no later levels for this measure*
Integrating Earlier	*There are no later levels for this measure*

1

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 2: Self-Comforting

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 2: Self-Comforting

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 2: Self-Comforting

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 2: Self-Comforting

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

ATL-REG 2: Self-Comforting

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

2

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ATL-REG 2: Self-Comforting

Responding Earlier	Responds to internal or external stimulation in basic ways
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2

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2

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Building Later	*There are no later levels for this measure*
Integrating Earlier	*There are no later levels for this measure*

2

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 3: Imitation

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 3: Imitation

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 3: Imitation

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 3: Imitation

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

ATL-REG 3: Imitation

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

3

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ATL-REG 3: Imitation

Responding Earlier	Responds to facial expressions or vocalizations in basic ways
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Building Later	*There are no later levels for this measure*
Integrating Earlier	*There are no later levels for this measure*

3

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Building Later	*There are no later levels for this measure*
Integrating Earlier	*There are no later levels for this measure*

3

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Curiosity and Initiative in Learning

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Curiosity and Initiative in Learning

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Curiosity and Initiative in Learning

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Curiosity and Initiative in Learning

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

ATL-REG 4: Curiosity and Initiative in Learning

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

4

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ATL-REG 4: Curiosity and Initiative in Learning

Responding Earlier	Responds to people, things, or sounds
Responding Later	Notices new or unexpected characteristics or actions of people or things
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4

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4

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4

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

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

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

Responding Earlier	Calms when comforted by an adult
Responding Later	Seeks a familiar adult when distressed, and responds when physically comforted by adult
Exploring Earlier	Calms self when a familiar adult initiates contact, moves close, or offers a special thing
Exploring Later	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies to regulate own feelings or behaviors

5

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

Responding Earlier	Calms when comforted by an adult
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5

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 6: Engagement and Persistence

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 6: Engagement and Persistence

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 6: Engagement and Persistence

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 6: Engagement and Persistence

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

ATL-REG 6: Engagement and Persistence

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

6

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ATL-REG 6: Engagement and Persistence

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Participates in a simple activity briefly
Exploring Later	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity
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6

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6

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 7: Shared Use of Space and Materials

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 7: Shared Use of Space and Materials

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 7: Shared Use of Space and Materials

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 7: Shared Use of Space and Materials

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

ATL - REG 7: Shared Use of Space and Materials

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

7

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ATL - REG 7: Shared Use of Space and Materials

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Demonstrates preferences for a few specific toys or materials
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7

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ATL - REG 7: Shared Use of Space and Materials

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7

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Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

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

Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

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

Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

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

Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

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

SED 1: Identity of Self in Relation to Others

Responding Earlier	Responds in basic ways to others
Responding Later	Uses senses to explore self and others
Exploring Earlier	Recognizes self and familiar people
Exploring Later	Communicates own name and names of familiar people
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others

1

SED

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SED 1: Identity of Self in Relation to Others

Responding Earlier	Responds in basic ways to others
Responding Later	Uses senses to explore self and others
Exploring Earlier	Recognizes self and familiar people
Exploring Later	Communicates own name and names of familiar people
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
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1

SED

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Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional Understanding

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

Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional Understanding

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

Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional Understanding

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

Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional Understanding

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

SED 2: Social and Emotional Understanding

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

2 SED

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SED 2: Social and Emotional Understanding

Responding Earlier | Responds to faces, voices, or actions of other people
Responding Later | Shows awareness of what to expect from familiar people by responding to/or anticipating their actions
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Integrating Earlier | Communicates ideas about how own or another's personality affects how one thinks, feels, and acts

2 SED

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Developmental Domain
Social and Emotional Development (SED)

Measure 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

Developmental Domain
Social and Emotional Development (SED)

Measure 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

Developmental Domain
Social and Emotional Development (SED)

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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

Developmental Domain
Social and Emotional Development (SED)

Measure 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

SED 3: Relationships and Social Interactions with Familar Adults

Responding Earlier	Responds to faces, voices, or actions of familiar people
Responding Later	Shows a preference for familiar adults and tries to interact with them
Exploring Earlier	Interacts in simple ways with familiar adults and tries to maintain the interactions
Exploring Later	Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults
Building Earlier	Engages in extended interactions with familiar adults in a variety of situations
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems

SED 3

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SED 3: Relationships and Social Interactions with Familar Adults

Responding Earlier	Responds to faces, voices, or actions of familiar people
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SED 3

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SED 3

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SED 3

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Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

SED 4: Relationships and Social Interactions with Peers

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

4

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SED 4: Relationships and Social Interactions with Peers

Responding Earlier	Shows awareness of other people, including children
Responding Later	Shows interest in other children
Exploring Earlier	Plays alongside other children, rarely interacting with them
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4

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4

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SED 4: Relationships and Social Interactions with Peers

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4

SED

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Developmental Domain
Social and Emotional Development (SED)

Measure 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

Developmental Domain
Social and Emotional Development (SED)

Measure 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

Developmental Domain
Social and Emotional Development (SED)

Measure 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

Developmental Domain
Social and Emotional Development (SED)

Measure 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

SED 5: Symbolic and Sociodramatic Play

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

5

SED

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SED 5: Symbolic and Sociodramatic Play

Responding Earlier	Responds to people or objects in basic ways
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5

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SED 5: Symbolic and Sociodramatic Play

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5

SED

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Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

LLD 1: Understanding of Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
Exploring Earlier	Recognizes a few frequently used words or gestures in familiar situations
Exploring Middle	Shows understanding of a variety of single words
Exploring Later	Shows understanding of frequently used simple phrases or sentences
Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
Building Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen

1

LLD

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LLD 1: Understanding of Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
Exploring Earlier	Recognizes a few frequently used words or gestures in familiar situations
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1

LLD

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Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

LLD 2: Responsiveness to Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
Exploring Earlier	Responds to a few frequently used words or gestures in familiar situations
Exploring Later	Responds to simple comments that relate to a present situation
Building Earlier	Responds to one-step requests or questions that involve a familiar activity or routine
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or situation
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity or situation

2

LLD

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LLD 2: Responsiveness to Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
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2

LLD

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LLD

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LLD 2: Responsiveness to Language

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2

LLD

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Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

LLD 3: Communication and Use of Language

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

3

LLD

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LLD 3: Communication and Use of Language

Responding Earlier	Makes sounds spontaneously
Responding Later	Uses sounds, gestures, or facial expressions to communicate
Exploring Earlier	Uses a few "first words," word-like sounds, or gestures to communicate
Exploring Middle	Uses a variety of single words to communicate
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3

LLD

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LLD 3: Communication and Use of Language

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3

LLD

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LLD 3: Communication and Use of Language

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Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events

3

LLD

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Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

LLD 4: Reciprocal Communication and Conversation

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

4

LLD

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LLD 4: Reciprocal Communication and Conversation

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

4

LLD

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LLD 4: Reciprocal Communication and Conversation

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

4

LLD

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LLD 4: Reciprocal Communication and Conversation

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

4

LLD

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Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

LLD 5: Interest in Literacy

Responding Earlier	Attends or responds to people or things in basic ways
Responding Later	Plays with books; *and* Responds to other literacy activities
Exploring Earlier	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes
Exploring Later	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult
Building Earlier	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
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests

5

LLD

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LLD 5: Interest in Literacy

Responding Earlier	Attends or responds to people or things in basic ways
Responding Later	Plays with books; *and* Responds to other literacy activities
Exploring Earlier	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes
Exploring Later	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult
Building Earlier	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
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests

5

LLD

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LLD 5: Interest in Literacy

Responding Earlier	Attends or responds to people or things in basic ways
Responding Later	Plays with books; *and* Responds to other literacy activities
Exploring Earlier	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes
Exploring Later	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult
Building Earlier	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
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests

5

LLD

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LLD 5: Interest in Literacy

Responding Earlier	Attends or responds to people or things in basic ways
Responding Later	Plays with books; *and* Responds to other literacy activities
Exploring Earlier	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes
Exploring Later	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult
Building Earlier	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
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests

5

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Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6

LLD

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LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6

LLD

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LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6

LLD

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LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6

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Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

LLD 7: Concepts About Print

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

7

LLD

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LLD 7: Concepts About Print

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

7

LLD

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LLD 7: Concepts About Print

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

7

LLD

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LLD 7: Concepts About Print

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

7

LLD

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Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

LLD 8: Phonological Awareness

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, *or* Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language

8

LLD

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LLD 8: Phonological Awareness

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, *or* Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language

8

LLD

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LLD 8: Phonological Awareness

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, *or* Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language

8

LLD

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LLD 8: Phonological Awareness

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, *or* Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language

8

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Developmental Domain
Language and Literacy Development (LLD)

Measure 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

Developmental Domain
Language and Literacy Development (LLD)

Measure 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

Developmental Domain
Language and Literacy Development (LLD)

Measure 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

Developmental Domain
Language and Literacy Development (LLD)

Measure 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

LLD 9: Letter and Word Knowledge

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); *and* Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase *and* most lowercase letters; Shows understanding that letters correspond to sounds in words

9

LLD

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LLD 9: Letter and Word Knowledge

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); *and* Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase *and* most lowercase letters; Shows understanding that letters correspond to sounds in words

9

LLD

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LLD 9: Letter and Word Knowledge

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); *and* Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase *and* most lowercase letters; Shows understanding that letters correspond to sounds in words

9

LLD

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LLD 9: Letter and Word Knowledge

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); *and* Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase *and* most lowercase letters; Shows understanding that letters correspond to sounds in words

9

LLD

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Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

LLD 10: Emergent Writing

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10

LLD

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LLD 10: Emergent Writing

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10

LLD

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LLD 10: Emergent Writing

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10

LLD

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LLD 10: Emergent Writing

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10

LLD

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LLD 10: Emergent Writing

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10

LLD

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Developmental Domain

English Language Development

4 Measures

Developmental Domain

English Language Development

4 Measures

Developmental Domain

English Language Development

4 Measures

Developmental Domain

English Language Development

4 Measures

Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; *and* Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

1

ELD

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ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; *and* Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

1

ELD

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ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; *and* Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

1

ELD

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ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; *and* Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

1

ELD

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Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

ELD 2: Self-Expression in English

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

2

ELD

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ELD 2: Self-Expression in English

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

2

ELD

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ELD 2: Self-Expression in English

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

2

ELD

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ELD 2: Self-Expression in English

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

2

ELD

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Developmental Domain
English Language Development (ELD)

Measure 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

Developmental Domain
English Language Development (ELD)

Measure 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

Developmental Domain
English Language Development (ELD)

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Developmental Domain
English Language Development (ELD)

Measure 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

ELD 3: Understanding & Response to English Literacy Activities

Discovering Language	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language
Discovering English	Participates in literacy activities in home language; *and* Attends to simple literacy activities in English with support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English
Building English	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English
Integrating English	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem

ELD 3

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ELD 3: Understanding & Response to English Literacy Activities

Discovering Language	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language
Discovering English	Participates in literacy activities in home language; *and* Attends to simple literacy activities in English with support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English
Building English	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English
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ELD 3

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Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

ELD 4: Symbol, Letter and Print Knowledge in English

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

4

ELD

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ELD 4: Symbol, Letter and Print Knowledge in English

Discovering Language	Demonstrates awareness that pictures or objects can represent people or things
Discovering English	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
Exploring English	Demonstrates awareness that print in English carries meaning
Developing English	Demonstrates understanding that English print consists of distinct letters with names in English
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4

ELD

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ELD 4: Symbol, Letter and Print Knowledge in English

Discovering Language	Demonstrates awareness that pictures or objects can represent people or things
Discovering English	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
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4

ELD

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ELD 4: Symbol, Letter and Print Knowledge in English

Discovering Language	Demonstrates awareness that pictures or objects can represent people or things
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4

ELD

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Developmental Domain

Cognition, Including Math and Science (COG)

11 Measures

Developmental Domain

Cognition, Including Math and Science (COG)

11 Measures

Developmental Domain

Cognition, Including Math and Science (COG)

11 Measures

Developmental Domain

Cognition, Including Math and Science (COG)

11 Measures

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 1: Spatial Relationships

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 1: Spatial Relationships

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 1: Spatial Relationships

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 1: Spatial Relationships

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

COG 1: Spatial Relationships

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

1

COG

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COG 1: Spatial Relationships

Responding Earlier	Moves body parts in basic ways
Responding Later	Attends or responds as objects, people, or own body move through space
Exploring Earlier	Explores how self or objects fit in or fill up different spaces
Exploring Later	Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities
Building Earlier	Takes into account spatial relationships (distance, position, direction) and physical properties when exploring possibilities of fitting objects together or moving through space
Building Middle	*There are no later levels for this measure*
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1

COG

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COG 1: Spatial Relationships

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1

COG

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Building Later	*There are no later levels for this measure*
Integrating Earlier	*There are no later levels for this measure*

1

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

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

Developmental Domain
Cognition, Including Math and Science (COG)

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

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

COG 2: Classification

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

2

COG

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COG 2: Classification

Responding Earlier	Attends to people, objects, or events
Responding Later	Interacts differently with familiar people and objects than with unfamiliar people and objects
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2

COG

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2

COG

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2

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

COG 3: Number Sense of Quantity

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

3

COG

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COG 3: Number Sense of Quantity

Responding Earlier	Responds to people or objects in basic ways
Responding Later	Responds to changes in the number of objects observed or interacted with
Exploring Earlier	Demonstrates awareness of quantity
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3

COG

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COG 3: Number Sense of Quantity

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3

COG

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COG 3: Number Sense of Quantity

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3

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math Operations

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math Operations

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math Operations

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math Operations

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

COG 4: Number Sense of Math Operations

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

4

COG

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COG 4: Number Sense of Math Operations

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Manipulates objects and explores the change in the number in a group
Building Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
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4

COG

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COG 4: Number Sense of Math Operations

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Manipulates objects and explores the change in the number in a group
Building Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
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4

COG

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COG 4: Number Sense of Math Operations

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Manipulates objects and explores the change in the number in a group
Building Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
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4

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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

COG 5: Measurement

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

5

COG

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COG 5: Measurement

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Exploring Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
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5

COG

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COG 5: Measurement

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Exploring Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
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5

COG

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COG 5: Measurement

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Exploring Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
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Integrating Earlier	Explores the properties of objects through either the use of measurement tools with standard units

5

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

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

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

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

COG 6: Patterning

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

6

COG

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COG 6: Patterning

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Notices and responds to simple repeating sequences
Exploring Later	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
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6

COG

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COG 6: Patterning

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Notices and responds to simple repeating sequences
Exploring Later	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
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6

COG

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COG 6: Patterning

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

6

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 7: Shapes

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Developmental Domain
Cognition, Including Math and Science (COG)

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

COG 7: Shapes

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

7

COG

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COG 7: Shapes

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Explores shapes of objects
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COG 7: Shapes

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7

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 8: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

Developmental Domain
Cognition, Including Math and Science (COG)

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Cognition, Including Math and Science (COG)

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 8: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

COG 8: Cause and Effect

Responding Earlier	Responds or shows anticipatory excitement to people, objects, or actions
Responding Later	Repeats actions that have effects
Exploring Earlier	Tries out different behaviors to cause effects
Exploring Later	Searches for possible causes of actions, events of behaviors
Building Earlier	Acts on objects to cause a specific result
Building Middle	Acts in ways that take into account an anticipated result
Building Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Integrating Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results

8

COG

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COG 8: Cause and Effect

Responding Earlier	Responds or shows anticipatory excitement to people, objects, or actions
Responding Later	Repeats actions that have effects
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8

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 9: Inquiry Through Observation and Investigation

Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 9: Inquiry Through Observation and Investigation

Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 9: Inquiry Through Observation and Investigation

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 9: Inquiry Through Observation and Investigation

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COG 9: Inquiry Through Observation and Investigation

Responding Earlier	Responds to people, things or sounds
Responding Later	Attends to responses of objects and people that results from own actions
Exploring Earlier	Shows interest in people or things in the environment
Exploring Later	Engages in simple purposeful explorations of familiar objects in the environment
Building Earlier	Engages in sustained explorations
Building Middle	Observes objects & events of interest in the environment, makes simple predictions about them and checks the predictions
Building Later	Engages in detailed observations and complex investigations of objects and events in the environment
Integrating Earlier	Contributes to planning & carries out detailed observations & complex investigations to answer questions of interest

9

COG

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COG 9: Inquiry Through Observation and Investigation

Responding Earlier	Responds to people, things or sounds
Responding Later	Attends to responses of objects and people that results from own actions
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9

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 10: Documentation and Communication of Inquiry

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others

Developmental Domain
Cognition, Including Math and Science (COG)

Measure 10: Documentation and Communication of Inquiry

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others

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Cognition, Including Math and Science (COG)

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COG 10: Documentation and Communication of Inquiry

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	Identifies objects or events in the environment
Exploring Later	Communicates simple observations about objects or events in the environment
Building Earlier	Communicates similarities or differences in the characteristics of objects
Building Middle	Records information in simple ways (drawings, models, words dictated to adult) about observations or investigations
Building Later	Includes details when recording observations or investigations
Integrating Earlier	Participates in recording detailed information by tallying, charting, graphing, or making complex drawings; *and* Communicates about findings, ideas, or simple explanations

10

COG

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COG 10: Documentation and Communication of Inquiry

Responding Earlier	*There are no earlier levels for this measure*
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10

COG

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 11: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

Developmental Domain
Cognition, Including Math and Science (COG)

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Cognition, Including Math and Science (COG)

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 11: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

COG 11: Knowledge of the Natural World

Responding Earlier	Attends to people, objects, or events
Responding Later	Interacts with objects or people
Exploring Earlier	Shows interest in the characteristics of living or nonliving things in the environment
Exploring Later	Explores how objects in the natural world will behave or function
Building Earlier	Identifies basic characteristics of living things, earth materials, or events in the environment
Building Middle	Demonstrates an awareness of basic needs and processes that are unique to living things
Building Later	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics
Integrating Earlier	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things

11

COG

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COG 11: Knowledge of the Natural World

Responding Earlier	Attends to people, objects, or events
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11

COG

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Developmental Domain

Physical Development - Health (PD-HLTH)

10 Measures

Developmental Domain

Physical Development - Health (PD-HLTH)

10 Measures

Developmental Domain

Physical Development - Health (PD-HLTH)

10 Measures

Developmental Domain

Physical Development - Health (PD-HLTH)

10 Measures

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the enviro-ment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the enviro-ment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Developmental Domain
Physical Development-Health (PD-HLTH)

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the enviro-ment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

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

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

1

PD-HLTH

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

Responding Earlier	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts
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1

PD-HLTH

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 2: Gross Locomotor Movement Skills

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 2: Gross Locomotor Movement Skills

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

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Measure 2: Gross Locomotor Movement Skills

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 2: Gross Locomotor Movement Skills

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

PD-HLTH 2: Gross Locomotor Movement Skills

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

2

PD-HLTH

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PD-HLTH 2: Gross Locomotor Movement Skills

Responding Earlier	Moves in basic and often involuntary ways
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2

PD-HLTH

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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

PD-HLTH 3: Gross Motor Manipulative Skills

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

3

PD-HLTH

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PD-HLTH 3: Gross Motor Manipulative Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Uses arms, legs, or body to move toward or reach for people or objects
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PD-HLTH

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3

PD-HLTH

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PD-HLTH 3: Gross Motor Manipulative Skills

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

3

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 4: Fine Motor Manipulative Skills

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 4: Fine Motor Manipulative Skills

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 4: Fine Motor Manipulative Skills

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 4: Fine Motor Manipulative Skills

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

PD-HLTH 4: Fine Motor Manipulative Skills

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

4

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PD-HLTH 4: Fine Motor Manipulative Skills

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

4

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PD-HLTH 4: Fine Motor Manipulative Skills

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

4

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PD-HLTH 4: Fine Motor Manipulative Skills

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

4

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 5: Safety

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 5: Safety

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 5: Safety

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 5: Safety

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

PD-HLTH 5: Safety

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

5

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PD-HLTH 5: Safety

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

5

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PD-HLTH 5: Safety

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

5

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PD-HLTH 5: Safety

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

5

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 6: Personal Care Routines: Hygiene

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 6: Personal Care Routines: Hygiene

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 6: Personal Care Routines: Hygiene

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

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 6: Personal Care Routines: Hygiene

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

PD-HLTH 6: Personal Care Routines: Hygiene

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

6

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PD-HLTH 6: Personal Care Routines: Hygiene

Responding Earlier	Responds in basic ways during personal care routines that involve hygiene
Responding Later	Responds in ways that demonstrate awareness of a hygiene routine
Exploring Earlier	Anticipates one or two steps of a hygiene routine
Exploring Later	Participates in own hygiene routines, with an adult
Building Earlier	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration
Building Middle	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
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6

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PD-HLTH 6: Personal Care Routines: Hygiene

Responding Earlier	Responds in basic ways during personal care routines that involve hygiene
Responding Later	Responds in ways that demonstrate awareness of a hygiene routine
Exploring Earlier	Anticipates one or two steps of a hygiene routine
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6

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PD-HLTH 6: Personal Care Routines: Hygiene

Responding Earlier	Responds in basic ways during personal care routines that involve hygiene
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Building Later	Initiates and carries out most steps of familiar hygiene routines on own
Integrating Earlier	Initiates and completes familiar hygiene routines on own

6

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

PD-HLTH 7: Personal Care Routines: Self Feeding

7

PD-HLTH

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

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

7

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

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

7

PD-HLTH

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

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

7

PD-HLTH

Responding Earlier	Responds in basic ways during feeding
Responding Later	Shows interest in participating in the process of being fed
Exploring Earlier	Feeds self some finger food items
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Building Earlier	Feeds self a wide variety of foods using a spoon, fork, and an open cup
Building Later	Serves self or others by scooping or pouring from containers
Integrating Earlier	Prepares simple foods to serve to self or others

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 8: Personal Care Routines: Dressing

Child develops and refines ability to dress self

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 8: Personal Care Routines: Dressing

Child develops and refines ability to dress self

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 8: Personal Care Routines: Dressing

Child develops and refines ability to dress self

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 8: Personal Care Routines: Dressing

Child develops and refines ability to dress self

PD-HLTH 8: Personal Care Routines: Dressing

Responding Earlier	Responds in basic ways during dressing
Responding Later	Responds in ways that demonstrate awareness of a dressing routine
Exploring Earlier	Anticipates one or two steps of a dressing routine
Exploring Later	Participates with adult in dressing self
Building Earlier	Puts on clothing that is simple to manipulate, sometimes with adult assistance
Building Later	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)
Integrating Earlier	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)

8

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PD-HLTH 8: Personal Care Routines: Dressing

Responding Earlier	Responds in basic ways during dressing
Responding Later	Responds in ways that demonstrate awareness of a dressing routine
Exploring Earlier	Anticipates one or two steps of a dressing routine
Exploring Later	Participates with adult in dressing self
Building Earlier	Puts on clothing that is simple to manipulate, sometimes with adult assistance
Building Later	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)
Integrating Earlier	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)

8

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PD-HLTH 8: Personal Care Routines: Dressing

Responding Earlier	Responds in basic ways during dressing
Responding Later	Responds in ways that demonstrate awareness of a dressing routine
Exploring Earlier	Anticipates one or two steps of a dressing routine
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8

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PD-HLTH 8: Personal Care Routines: Dressing

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Integrating Earlier	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)

8

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity

PD-HLTH 9: Active Physical Play

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages in brief instances of physical play
Exploring Later	Engages in active physical play for short periods of time
Building Earlier	Engages in active physical activities or play for moderate amounts of time
Building Middle	Engages in active physical activities or play for sustained amounts of time
Building Later	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity
Integrating Earlier	Seeks to engage in active physical activities or play routinely, with increased intensity and duration

9

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PD-HLTH 9: Active Physical Play

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages in brief instances of physical play
Exploring Later	Engages in active physical play for short periods of time
Building Earlier	Engages in active physical activities or play for moderate amounts of time
Building Middle	Engages in active physical activities or play for sustained amounts of time
Building Later	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity
Integrating Earlier	Seeks to engage in active physical activities or play routinely, with increased intensity and duration

9

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PD-HLTH 9: Active Physical Play

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages in brief instances of physical play
Exploring Later	Engages in active physical play for short periods of time
Building Earlier	Engages in active physical activities or play for moderate amounts of time
Building Middle	Engages in active physical activities or play for sustained amounts of time
Building Later	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity
Integrating Earlier	Seeks to engage in active physical activities or play routinely, with increased intensity and duration

9

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PD-HLTH 9: Active Physical Play

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages in brief instances of physical play
Exploring Later	Engages in active physical play for short periods of time
Building Earlier	Engages in active physical activities or play for moderate amounts of time
Building Middle	Engages in active physical activities or play for sustained amounts of time
Building Later	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity
Integrating Earlier	Seeks to engage in active physical activities or play routinely, with increased intensity and duration

9

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Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

PD-HLTH 10: Nutrition

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows a preference for several favorite foods
Exploring Later	Shows interest in a variety of foods
Building Earlier	Recognizes or identifies a variety of foods
Building Middle	Demonstrates knowledge of the characteristics of a variety of foods
Building Later	Shows awareness that some foods are more healthful than others
Integrating Earlier	Communicates simple explanations about the healthfulness of different food choices

10

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PD-HLTH 10: Nutrition

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows a preference for several favorite foods
Exploring Later	Shows interest in a variety of foods
Building Earlier	Recognizes or identifies a variety of foods
Building Middle	Demonstrates knowledge of the characteristics of a variety of foods
Building Later	Shows awareness that some foods are more healthful than others
Integrating Earlier	Communicates simple explanations about the healthfulness of different food choices

10

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PD-HLTH 10: Nutrition

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows a preference for several favorite foods
Exploring Later	Shows interest in a variety of foods
Building Earlier	Recognizes or identifies a variety of foods
Building Middle	Demonstrates knowledge of the characteristics of a variety of foods
Building Later	Shows awareness that some foods are more healthful than others
Integrating Earlier	Communicates simple explanations about the healthfulness of different food choices

10

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PD-HLTH 10: Nutrition

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Shows a preference for several favorite foods
Exploring Later	Shows interest in a variety of foods
Building Earlier	Recognizes or identifies a variety of foods
Building Middle	Demonstrates knowledge of the characteristics of a variety of foods
Building Later	Shows awareness that some foods are more healthful than others
Integrating Earlier	Communicates simple explanations about the healthfulness of different food choices

10

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Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

HSS 1: Sense of Time

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in the steps of a familiar routine or activity
Exploring Later	Anticipates familiar routines, people, activities, or places
Building Earlier	Communicates about or acts out events that just happened; *and,* Asks about activities that will happen soon
Building Middle	Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen
Building Later	Relates past events to one another or to the present; *and* Plans for the near future
Integrating Earlier	Distinguishes what happened a long time ago from what happened in the recent past

1

HSS

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HSS 1: Sense of Time

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in the steps of a familiar routine or activity
Exploring Later	Anticipates familiar routines, people, activities, or places
Building Earlier	Communicates about or acts out events that just happened; *and*, Asks about activities that will happen soon
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1

HSS

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HSS 1: Sense of Time

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in the steps of a familiar routine or activity
Exploring Later	Anticipates familiar routines, people, activities, or places
Building Earlier	Communicates about or acts out events that just happened; *and*, Asks about activities that will happen soon
Building Middle	Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen
Building Later	Relates past events to one another or to the present; *and* Plans for the near future
Integrating Earlier	Distinguishes what happened a long time ago from what happened in the recent past

1

HSS

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HSS 1: Sense of Time

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in the steps of a familiar routine or activity
Exploring Later	Anticipates familiar routines, people, activities, or places
Building Earlier	Communicates about or acts out events that just happened; *and*, Asks about activities that will happen soon
Building Middle	Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen
Building Later	Relates past events to one another or to the present; *and* Plans for the near future
Integrating Earlier	Distinguishes what happened a long time ago from what happened in the recent past

1

HSS

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Developmental Domain
History-Social Science (HSS)

Measure 2: Sense of Place

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them

Developmental Domain
History-Social Science (HSS)

Measure 2: Sense of Place

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them

Developmental Domain
History-Social Science (HSS)

Measure 2: Sense of Place

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them

Developmental Domain
History-Social Science (HSS)

Measure 2: Sense of Place

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them

HSS 2: Sense of Place

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in activities that are related to specific environments
Exploring Later	Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them
Building Earlier	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)
Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations with familiar ones, identifying the characteristics or people associated with them

2

HSS

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HSS 2: Sense of Place

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in activities that are related to specific environments
Exploring Later	Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them
Building Earlier	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)
Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations with familiar ones, identifying the characteristics or people associated with them

2

HSS

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HSS 2: Sense of Place

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in activities that are related to specific environments
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Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations with familiar ones, identifying the characteristics or people associated with them

2

HSS

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HSS 2: Sense of Place

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Participates in activities that are related to specific environments
Exploring Later	Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them
Building Earlier	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)
Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations with familiar ones, identifying the characteristics or people associated with them

2

HSS

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Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

HSS 3: Ecology

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness of living things in the environment, especially animals
Exploring Later	Explores living things in the environment, especially animals
Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	Demonstrates simple understanding that people tend to environments of plants and animals in caring for them
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child
Integrating Earlier	Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g natural habitats for animals, climate change, clean air, clean water)

3

HSS

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HSS 3: Ecology

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness of living things in the environment, especially animals
Exploring Later	Explores living things in the environment, especially animals
Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	Demonstrates simple understanding that people tend to environments of plants and animals in caring for them
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child
Integrating Earlier	Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g natural habitats for animals, climate change, clean air, clean water)

3

HSS

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HSS 3: Ecology

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness of living things in the environment, especially animals
Exploring Later	Explores living things in the environment, especially animals
Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	Demonstrates simple understanding that people tend to environments of plants and animals in caring for them
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child
Integrating Earlier	Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g natural habitats for animals, climate change, clean air, clean water)

3

HSS

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HSS 3: Ecology

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates awareness of living things in the environment, especially animals
Exploring Later	Explores living things in the environment, especially animals
Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	Demonstrates simple understanding that people tend to environments of plants and animals in caring for them
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child
Integrating Earlier	Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g natural habitats for animals, climate change, clean air, clean water)

3

HSS

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Developmental Domain
History-Social Science (HSS)

Measure 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations

Developmental Domain
History-Social Science (HSS)

Measure 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations

Developmental Domain
History-Social Science (HSS)

Measure 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations

Developmental Domain
History-Social Science (HSS)

Measure 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations

HSS 4: Conflict Negotation

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others or self
Exploring Later	Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve or reduce distress
Building Earlier	Uses words or gestures to express desires in conflict situations, requires assistance to communicate and resolve conflict
Building Middle	Uses appropriate words & actions to express desires in some conflict situations, seeking assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, *and* suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict *or* Attempts to negotiate a compromise

4

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HSS 4: Conflict Negotation

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others or self
Exploring Later	Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve or reduce distress
Building Earlier	Uses words or gestures to express desires in conflict situations, requires assistance to communicate and resolve conflict
Building Middle	Uses appropriate words & actions to express desires in some conflict situations, seeking assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, *and* suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict *or* Attempts to negotiate a compromise

4

HSS

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HSS 4: Conflict Negotation

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others or self
Exploring Later	Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve or reduce distress
Building Earlier	Uses words or gestures to express desires in conflict situations, requires assistance to communicate and resolve conflict
Building Middle	Uses appropriate words & actions to express desires in some conflict situations, seeking assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, *and* suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict *or* Attempts to negotiate a compromise

4

HSS

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HSS 4: Conflict Negotation

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others or self
Exploring Later	Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve or reduce distress
Building Earlier	Uses words or gestures to express desires in conflict situations, requires assistance to communicate and resolve conflict
Building Middle	Uses appropriate words & actions to express desires in some conflict situations, seeking assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, *and* suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict *or* Attempts to negotiate a compromise

4

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Developmental Domain
History-Social Science (HSS)

Measure 5: Responsible Conduct as a Group Member

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially accept able manner and regulating behavior according to group expectations

Developmental Domain
History-Social Science (HSS)

Measure 5: Responsible Conduct as a Group Member

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially accept able manner and regulating behavior according to group expectations

Developmental Domain
History-Social Science (HSS)

Measure 5: Responsible Conduct as a Group Member

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially accept able manner and regulating behavior according to group expectations

Developmental Domain
History-Social Science (HSS)

Measure 5: Responsible Conduct as a Group Member

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially accept able manner and regulating behavior according to group expectations

HSS 5: Responsible Conduct as Group Member

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others
Exploring Later	Needs specific adult guidance to cooperate with group expectations
Building Earlier	Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity
Building Middle	Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end
Building Later	Follows through with group expectations on own during extended activities
Integrating Earlier	Communicates about group expectations; *and* cooperates with others in carrying out group expectations

5

HSS

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HSS 5: Responsible Conduct as Group Member

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others
Exploring Later	Needs specific adult guidance to cooperate with group expectations
Building Earlier	Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity
Building Middle	Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end
Building Later	Follows through with group expectations on own during extended activities
Integrating Earlier	Communicates about group expectations; *and* cooperates with others in carrying out group expectations

5

HSS

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HSS 5: Responsible Conduct as Group Member

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others
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Building Later	Follows through with group expectations on own during extended activities
Integrating Earlier	Communicates about group expectations; *and* cooperates with others in carrying out group expectations

5

HSS

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HSS 5: Responsible Conduct as Group Member

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Takes action to get needs or wants met without considering impact on others
Exploring Later	Needs specific adult guidance to cooperate with group expectations
Building Earlier	Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity
Building Middle	Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end
Building Later	Follows through with group expectations on own during extended activities
Integrating Earlier	Communicates about group expectations; *and* cooperates with others in carrying out group expectations

5

HSS

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Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

VPA 1: Visual Art

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience
Exploring Later	Uses tools and materials to approximate basic lines and circle shapes, *or* Uses tools and materials to create basic shapes
Building Earlier	Experiments with tools and materials for painting or drawing, sculpting or assemblage
Building Middle	Creates 2-dimensional and 3-dimensional representations of things; *and* Experiments with detail or color
Building Later	Creates 2- & 3-dimensional representations to show how things relate to one another, using detail, shape, color, etc
Integrating Earlier	Creates increasingly complex 2- & 3-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization

1

VPA

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VPA 1: Visual Art

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience
Exploring Later	Uses tools and materials to approximate basic lines and circle shapes, *or* Uses tools and materials to create basic shapes
Building Earlier	Experiments with tools and materials for painting or drawing, sculpting or assemblage
Building Middle	Creates 2-dimensional and 3-dimensional representations of things; *and* Experiments with detail or color
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Integrating Earlier	Creates increasingly complex 2- & 3-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization

1

VPA

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VPA 1: Visual Art

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience
Exploring Later	Uses tools and materials to approximate basic lines and circle shapes, *or* Uses tools and materials to create basic shapes
Building Earlier	Experiments with tools and materials for painting or drawing, sculpting or assemblage
Building Middle	Creates 2-dimensional and 3-dimensional representations of things; *and* Experiments with detail or color
Building Later	Creates 2- & 3-dimensional representations to show how things relate to one another, using detail, shape, color, etc
Integrating Earlier	Creates increasingly complex 2- & 3-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization

1

VPA

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VPA 1: Visual Art

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience
Exploring Later	Uses tools and materials to approximate basic lines and circle shapes, *or* Uses tools and materials to create basic shapes
Building Earlier	Experiments with tools and materials for painting or drawing, sculpting or assemblage
Building Middle	Creates 2-dimensional and 3-dimensional representations of things; *and* Experiments with detail or color
Building Later	Creates 2- & 3-dimensional representations to show how things relate to one another, using detail, shape, color, etc
Integrating Earlier	Creates increasingly complex 2- & 3-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization

1

VPA

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Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

VPA 2: Music

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in musical sounds
Exploring Later	Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult)
Building Earlier	Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements

2

VPA

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VPA 2: Music

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in musical sounds
Exploring Later	Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult)
Building Earlier	Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements

2

VPA

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VPA 2: Music

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in musical sounds
Exploring Later	Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult)
Building Earlier	Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements

2

VPA

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VPA 2: Music

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in musical sounds
Exploring Later	Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult)
Building Earlier	Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements

2

VPA

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Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

VPA 3: Drama

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in adult's dramatic portrayal of a character
Exploring Later	Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character
Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, or Contributes to dialogue or ideas about a plot in response to adult's suggestions
Building Later	Creates and maintains details of a character when contributing to an improvised drama without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama

3

VPA

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VPA 3: Drama

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in adult's dramatic portrayal of a character
Exploring Later	Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character
Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, or Contributes to dialogue or ideas about a plot in response to adult's suggestions
Building Later	Creates and maintains details of a character when contributing to an improvised drama without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama

3

VPA

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VPA 3: Drama

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in adult's dramatic portrayal of a character
Exploring Later	Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character
Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, or Contributes to dialogue or ideas about a plot in response to adult's suggestions
Building Later	Creates and maintains details of a character when contributing to an improvised drama without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama

3

VPA

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VPA 3: Drama

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in adult's dramatic portrayal of a character
Exploring Later	Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character
Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, or Contributes to dialogue or ideas about a plot in response to adult's suggestions
Building Later	Creates and maintains details of a character when contributing to an improvised drama without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama

3

VPA

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Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

VPA 4: Dance

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in others' dance-like movements
Exploring Later	Moves body in response to music, rhythms, or others' movements
Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some awareness in response to music, rhythms, movements or cues
Building Later	Produces dance movements with increasing body control & awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	Improvises dances by changing tempos and by varying qualities of movements in response to music

4

VPA

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VPA 4: Dance

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in others' dance-like movements
Exploring Later	Moves body in response to music, rhythms, or others' movements
Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some awareness in response to music, rhythms, movements or cues
Building Later	Produces dance movements with increasing body control & awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	Improvises dances by changing tempos and by varying qualities of movements in response to music

4

VPA

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VPA 4: Dance

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in others' dance-like movements
Exploring Later	Moves body in response to music, rhythms, or others' movements
Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some awareness in response to music, rhythms, movements or cues
Building Later	Produces dance movements with increasing body control & awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	Improvises dances by changing tempos and by varying qualities of movements in response to music

4

VPA

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VPA 4: Dance

Responding Earlier	*There are no earlier levels for this measure*
Responding Later	*There are no earlier levels for this measure*
Exploring Earlier	*There are no earlier levels for this measure*
Exploring Middle	Demonstrates interest in others' dance-like movements
Exploring Later	Moves body in response to music, rhythms, or others' movements
Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some awareness in response to music, rhythms, movements or cues
Building Later	Produces dance movements with increasing body control & awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	Improvises dances by changing tempos and by varying qualities of movements in response to music

4

VPA

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