



Desired Results Developmental Profile **School-Age**®



DRDP-SA® (2010)
Simplified Version



California Department of Education
Child Development Division

Sacramento, 2010

The Desired Results Developmental Profile – School-Age® (2010) was developed by the Center for Child and Family Studies at WestEd, Sausalito, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley, to support the implementation of the Desired Results system based on the guidelines and specifications of the Child Development Division, California Department of Education. The complete DRDP-SA® (2010) is available on the Department Web site at www.cde.ca.gov and on the Desired Results Training and Technical Assistance web site at www.desiredresults.us.

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The Desired Results Developmental Profile® – School Age (DRDP-SA®) assessment instrument is one of three instruments developed by the California Department of Education, Child Development Division (CDE/CDD). The instruments represent the centerpiece of the Desired Results system.

I. Overview of the Desired Results System

The Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age who are enrolled in early care and education programs or before- and after-school programs, and their families. The CDE's Special Education Division has developed an accessibility instrument known as DR access.

Desired Results are defined as conditions of well-being for children and their families. Each Desired Result defines an overall outcome. The DR system was developed based on the following six Desired Results:

Desired Results for Children

DR 1: Children are personally and socially competent.

DR 2: Children are effective learners.

DR 3: Children show physical and motor competence.

DR 4: Children are safe and healthy.

Desired Results for Families

DR 5: Families support their child's learning and development.

DR 6: Families achieve their goals.

The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

The DRDP® is aligned to the foundations and kindergarten content standards in three ways. First, the DRDP® measures are organized by the foundation domains. Second, each measure is based on the same continuum of development as the corresponding foundation or standard. Third, the DRDP® is grounded in the same research and child development literature as the foundations and standards. The DRDP® is an assessment that documents the level of development on a continuum separately for each individual child. In contrast, a foundation or standard identifies the specific competency, knowledge, or skill associated with a level of development on the same continuum or learning pathway all children typically move along with appropriate support. A teacher can use the DRDP® to identify the level of

development of each child and to plan curriculum to support individual children's learning. A teacher can use the foundations as a guideline to understand the overall direction of all children's learning in the program. A teacher may also use the foundations for general planning to support learning and development.

II. Introduction to the DRDP-SA® (2010)

The DRDP-SA® is designed for teachers to observe, document, and reflect on the learning, development, and progress of all children in a before- or after-school program. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

The DR system consists of three DRDP® assessment instruments. The age periods are infant/toddler (birth to 36 months), preschool (three years to kindergarten entry), and school-age (kindergarten through 12 years). Each assessment instrument links to and overlaps with the instrument preceding or following its age period, and together the instruments support a continuous measurement of learning and development from birth through age 12. This linkage between the assessment instruments is strengthened by the left-to-right representation of levels of development from earlier to later within each instrument.

The three DRDP® assessment instruments were developed for all children. A universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children. For children with individualized education programs (IEPs), teachers should collaborate with providers of special education services to obtain input when completing the DRDP® assessment instrument and information about accommodations when planning curriculum. The three DRDP® assessment instruments are available through <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and <http://www.wested.org/desiredresults/training/index.htm>.

The other components of the DR system are:

- ▶ **Ongoing Program Self Evaluation Tool (OPSET).** The OPSET was developed to promote high-quality programs and the achievement of the Desired Results. The OPSET addresses family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/CDD program staff.



- **Desired Results Parent Survey.** The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. The Parent Survey is available at <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and http://www.wested.org/desired_results/training/index.htm.
- **The Environment Rating Scales.** The four Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, language use, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/CDD program staff. Additional information on the ERS is available at <http://www.fpg.unc.edu/~ecers/>.

The three DRDP® assessment instruments involved the participation of practitioners, program administrators, and experts from the fields of assessment, program evaluation, child development, special education, and K-12 education. Contributions were also made by experts in each of the content areas, as well as experts and practitioners for each of the following age groups: infant and toddler, preschool, and school age.

Extensive studies of the DRDP® assessment instruments have been conducted over the years of development and refinement. These studies have established the validity and reliability of the DRDP® instruments. An assessment instrument is considered valid if there is evidence that it actually measures what it is designed to measure. For the DRDP® instruments, this evidence begins with the researchers whose contributions ensured that the wording of the descriptors and of the examples is based on the science of early development. The input of practitioners helped to ground the wording based on their years of knowledge and experience with children at these age levels. The evidence of validity also comes from the contributions of the teachers using the DRDP® instruments in research studies. Teachers shared their understandings to help make the wording clearer and to better reflect what children actually do in early care and education programs. Additional evidence of validity comes from the data analyses conducted by the assessment experts. The analyses demonstrate that DRDP® measures work together consistently, according to the intended assessment design, and that DRDP® results are consistent with the results obtained from other assessment instruments that measure the same aspects of child development.

The reliability of an assessment instrument constitutes further evidence of validity. An assessment instrument is considered reliable if different observers

rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP® studies, the level of agreement between observers documented for the DRDP® measures consistently met and exceeded accepted standards for reliability.

III. Structure and Components of the DRDP-SA® (2010)

There are two versions of the DRDP-SA® (2010) assessment instruments. The complete version consists of 31 measures that include academic domains typically assessed by K-12 teachers. The simplified version presented here has 13 measures and does not duplicate K-12 assessments. Teachers may use either version to assess school-age children in before- and after-school programs.

The six components of each DRDP-SA® (2010) measure are highlighted in the sample measure below:

Domain	Measure	Definition	Developmental level	School-Age										
Developmental Domain: SSD — Self and social development	Measure 1: Identity of self and connection to others	Definition: Child shows increasing awareness or understanding of self and his or her connection to others												
<p>1. Mark the developmental level the child has mastered. <input type="radio"/> Not yet at first level</p> <table border="1"> <thead> <tr> <th>Developing</th> <th>Understanding</th> <th>Integrating</th> <th>Expanding</th> <th>Connecting</th> </tr> </thead> <tbody> <tr> <td> <p>Accurately describes self in terms of physical characteristics, preferences, and things he or she can do</p> <p>Examples</p> <ul style="list-style-type: none"> ► "I know how to play checkers but not chess." ► "I like this game; it's my favorite." ► "I can swim in the shallow end but not the deep end." ► Draws picture of herself, showing her doing things she really does or with her favorite things. ► "I use a wheelchair." </td> <td> <p>Describes physical characteristics, preferences and things he or she can do in relation to another person</p> <p>Examples</p> <ul style="list-style-type: none"> ► "I can run faster than Tommy, but he can throw the ball farther." ► "I am as tall as you are." ► "I like cheese crackers, but my brother likes the peanut butter ones." ► "I'm right-handed, and she's left-handed." ► "I'm older than you are." </td> <td> <p>Describes self in terms of roles within one or more groups of people he or she knows</p> <p>Examples</p> <ul style="list-style-type: none"> ► "We're making a city. I make the houses, and Tina digs the rivers and makes roads." ► "I'm the singer in the band, and he plays the guitar and keyboard." ► "I'm the one in my family who sets the table for dinner." </td> <td> <p>Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)</p> <p>Examples</p> <ul style="list-style-type: none"> ► "At school, I'm in charge of bringing attendance sheets to the main office." ► "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ► "It's my job to find places to volunteer for a service-learning project." ► "I'm a peacemaker at school: that means I help other children solve their problems." ► "I'm a study buddy." </td> <td> <p>Describes self in terms of roles he/she may have in the future</p> <p>Examples</p> <ul style="list-style-type: none"> ► "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ► "I like helping children with their math homework; that's why I want to be a teacher." ► "I'd like to be a nurse because I like to help people, especially when they are sick." </td> </tr> </tbody> </table>					Developing	Understanding	Integrating	Expanding	Connecting	<p>Accurately describes self in terms of physical characteristics, preferences, and things he or she can do</p> <p>Examples</p> <ul style="list-style-type: none"> ► "I know how to play checkers but not chess." ► "I like this game; it's my favorite." ► "I can swim in the shallow end but not the deep end." ► Draws picture of herself, showing her doing things she really does or with her favorite things. ► "I use a wheelchair." 	<p>Describes physical characteristics, preferences and things he or she can do in relation to another person</p> <p>Examples</p> <ul style="list-style-type: none"> ► "I can run faster than Tommy, but he can throw the ball farther." ► "I am as tall as you are." ► "I like cheese crackers, but my brother likes the peanut butter ones." ► "I'm right-handed, and she's left-handed." ► "I'm older than you are." 	<p>Describes self in terms of roles within one or more groups of people he or she knows</p> <p>Examples</p> <ul style="list-style-type: none"> ► "We're making a city. I make the houses, and Tina digs the rivers and makes roads." ► "I'm the singer in the band, and he plays the guitar and keyboard." ► "I'm the one in my family who sets the table for dinner." 	<p>Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)</p> <p>Examples</p> <ul style="list-style-type: none"> ► "At school, I'm in charge of bringing attendance sheets to the main office." ► "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ► "It's my job to find places to volunteer for a service-learning project." ► "I'm a peacemaker at school: that means I help other children solve their problems." ► "I'm a study buddy." 	<p>Describes self in terms of roles he/she may have in the future</p> <p>Examples</p> <ul style="list-style-type: none"> ► "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ► "I like helping children with their math homework; that's why I want to be a teacher." ► "I'd like to be a nurse because I like to help people, especially when they are sick."
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<p>2. Record evidence for this rating here. ►</p> <p>3. Mark here if child is emerging to the next level. <input type="radio"/></p> <p>4. If you are unable to rate this measure, explain here. ►</p>														
Measure 1		Identity of self and connection to others		SSD 1 (of 9)										

- ▶ A **domain** represents a crucial area of learning and development for young children. There are two domains in the DRDP-SA® (2010) simplified version:
 - ▷ Self and Social Development (SSD)
 - ▷ Health (HLTH)
- ▶ A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-SA® (2010). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.
- ▶ The **definition** of a measure specifies the aspect of development that is being observed.
- ▶ The **developmental levels** for each measure represent a developmental continuum. Each level specifies a point along the developmental continuum. In the DRDP-SA® (2010) Simplified Version, measures in the SSD domain have five developmental levels and measures in the HLTH domain have four developmental levels. The developmental levels in the DRDP-SA® (2010) are defined as follows:
 - ▷ **Developing:** Children at this level demonstrate an awareness of their behaviors and capabilities. They demonstrate an awareness of their own feelings and needs; recognize differences and similarities between themselves and others; engage in play with others while focusing primarily on their own needs; and when reminded, respond consistently to adult requests and directions around rules, safety, personal care, and physical activity.
 - ▷ **Understanding:** Children at this level begin to gain knowledge of their own skills and needs compared to those of others. They start to compare their own characteristics, skills, and preferences to others; consider the needs of others; and more consistently apply known rules and expectations for social interaction, safety, personal care, and physical activity with few reminders.
 - ▷ **Integrating:** Children at this level begin to apply their knowledge of themselves and others. They begin to understand themselves in relation to others; carefully consider other's perspectives; resolve conflicts; follow rules for safety; and engage in personal care routines without reminders.

- ▷ **Expanding:** Children at this level more consistently apply their knowledge and skills, demonstrating a more advanced understanding of themselves within the context of their community. They understand themselves as an important member of their community; understand and consider feelings, experiences, needs, and rules of their group; propose solutions to conflicts; regularly follow safety rules; and encourage others to practice good personal care routines.
- ▷ **Connecting:** Children at this level consistently apply their knowledge and skills and demonstrate a deeper understanding of themselves in relation to others outside of their community. They understand experiences of others beyond their community; and demonstrate an understanding of rules for the broader community.
- ▶ Each developmental level has a descriptor that describes observable child behaviors associated with that developmental level.
- ▶ Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.



California Department of Education
Child Development Division
Desired Results Developmental Profile—School-Age® (2010)
DRDP-SA® (2010) Simplified Version
Kindergarten through age 12
Information Page

Instructions: Complete the Child Information and make a copy of this page. Use the copy for the 6-month follow-up assessment. At each assessment, complete the Observer Information and the date.

Date of assessment (mm/dd/yyyy): _____

Child Information

1. Child's name: _____
2. Child's classroom: _____
3. Birth date (mm/dd/yyyy): _____
4. Initial date of enrollment (mm/dd/yyyy): _____
5. Does this child have an Individualized Education Program (IEP)?
☐ Yes ☐ No ☐ Don't know

Accommodations/modifications?

- ☐ Yes (describe): _____
- ☐ No
- ☐ Don't know

Observer Information

6. Agency/site name: _____
7. Your name: _____
8. Title: _____
9. Did another adult assist you with assessing this child?
☐ Yes (role/relation): _____
☐ No

For the following questions, check all that apply:

- English Spanish Other (specify):
10. Child's home language(s)? ☐ ☐ _____
 11. What language(s) do you speak with this child? ☐ ☐ _____
 12. If you do not speak the child's home language, did anyone assist you who does speak it?
☐ Yes (role/relation): _____
☐ No

Additional comments:



Instructions for Completing the DRDP-SA® (2010)

- ▶ Teachers may use either the DRDP-SA® (2010) Simplified Version or DRDP-SA® (2010) Complete Version.
- ▶ Use the DRDP-SA® (2010) with school-age children from kindergarten through 12 years old, including those who have an individualized education program (IEP).
- ▶ The teacher who most frequently interacts with the child is to complete the assessment instrument.
- ▶ Complete the Child Information section of the Information Page before beginning your observations.
- ▶ Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to assist in completion of the DRDP-SA® (2010).
- ▶ Complete the DRDP-SA® (2010) within 60 calendar days of the child's enrollment and every six months thereafter.
- ▶ Complete the DRDP-SA® (2010) for every child who attends the program at least 10 hours or more each week.
- ▶ Include input from parents, other adults in the child's life, and teachers who frequently interact with the child.
- ▶ If the child has an IEP, collaborate with the special education service provider¹ to obtain input when completing the assessment and planning curriculum.

¹ The special education service provider may be a special education teacher, a speech therapist, occupational therapist, or other specialist providing services specified in the child's IEP.

Completing the Information Page

Complete the Child Information section and make a copy of the Information Page. Use the original for the initial assessment and the copy for the six-month follow-up assessment. At the time of each assessment, complete the Observer Information and enter the date ratings were completed.

Child Information

1. Write the child's first and last name.
2. Write the name of the child's classroom.
3. Write the child's birth date as mm/dd/yyyy (use this date format throughout).
4. Write the date of the child's first day of enrollment in the program. If there are multiple dates, write the earliest one.
5. Indicate if the child has or does not have an Individualized Education Program (IEP). Mark "Don't know" if the child's status is still being determined or if you cannot answer this question.

If the child has an IEP, identify whether accommodations/modifications have been made in the program. Mark "Don't know" if you do not know.

Observer Information

6. Write the full name of your agency.
7. Write your full name.
8. Write your job title (e.g., associate teacher, lead teacher, master teacher).
9. If you received help in completing this DRDP-SA® (2010) from another staff member, family member, or other adult who interacts with the child, check "Yes" and indicate the relationship of that adult to the child.
10. If you are the child's primary teacher, check "Yes." If you are not, check "No" and indicate your relationship to the child.
11. Specify what languages are regularly spoken in this child's home.
12. Specify what languages you use when speaking with this child.

If relevant, provide the name and role of the person who speaks this child's home language and who assisted you in communicating with this child.



Completing the Assessment Instrument Pages

1. For each of the 13 measures, fill in or check the bubble that corresponds to the **developmental level** the child has mastered at the time of the assessment. Consider the descriptors and examples to determine the child's level of mastery.
 - ▷ The descriptors describe observable behaviors for the developmental level.
 - ▷ The examples provide a sample of possible behaviors you might observe for each developmental level.

A level is mastered if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them:

 - ▷ Easily and confidently
 - ▷ Consistently over time
 - ▷ In different settings

Note: If a child has not mastered the first level of the developmental continuum for a measure, mark the "Not yet at first level" bubble provided at step 1, above the descriptors.
2. Use the space at the bottom of the page to write your evidence for the rating you chose and provide references to other documentation.
 - ▷ Write what you have observed the child doing that demonstrated mastery at the level you marked or include references to your notes and records for this child; notes made by others, such as parents or other staff; the child's portfolio; or another developmental assessment.
3. If the child is emerging to the next level, indicate this by marking the "Yes" bubble provided at step 3 on the lower left of the page. Use the bottom section of the page to document evidence of behaviors that indicate that the child is emerging to the next level.
 - ▷ A child may be emerging to the next level by showing behaviors associated with the next developmental level; however, the child does not typically or consistently demonstrate the behaviors.

Note: If the child is rated at the final level of the developmental continuum for a measure, "emerging" does not apply since the assessment instrument does not include the next developmental level.

4. In the rare circumstance you are unable to rate a measure, use the bottom section of the page to describe in detail why it was not possible to rate the measure.

Completing the Rating Record

For the first assessment, record your ratings on the DRDP-SA® (2010) instrument. For the second assessment, you may use the Rating Record or a new, unmarked DRDP-SA® (2010) instrument. In either case, it is important to complete each assessment without looking at the ratings of previous assessments. When you use the Rating Record, also use an unmarked instrument and review the definition and descriptors for each measure to determine your rating.

1. Fill out the information at the top of the Rating Record.
2. For each of the 13 measures, mark the column of the corresponding developmental level the child has mastered.
3. If the child is emerging to the next level, mark the column labeled "Emerging."
4. If you are unable to rate a measure, mark the column labeled "Unable to Rate."
5. On a separate page, record your evidence or provide references to other documentation for each measure. Include any evidence of emerging behaviors for any measure you marked "Emerging." For any measure marked "Unable to Rate," describe the reason.
6. Review and update the Child Information on the copy of the Information Page that was filled out at the time of the first assessment. Complete the Observer Information. Enter the date the ratings were completed. Attach the Information Page to the Rating Record and the separate page(s) of documentation.





Desired Results Developmental Profile—School-Age® (2010) Simplified Version

Rating Record

DRDP-SA® (2010)



Date of assessment: _____ Child: _____ Observer: _____
 Classroom: _____ Site: _____ Agency: _____

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi)

SA Measure	 DOMAIN: Self and Social Development (SSD)	Not yet at first level	Developmental Level					Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting		
1	SSD1: Identity of self and connection to others								
2	SSD2: Self-esteem								
3	SSD3: Empathy								
4	SSD4: Impulse control								
5	SSD5: Follows rules								
6	SSD6: Awareness of diversity: appreciation of differences and similarities								
7	SSD7: Interactions with adults								
8	SSD8: Friendship								
9	SSD9: Conflict negotiation								
SA Measure	 Domain: Health (HLTH)	Not yet at first level	Developmental Level					Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding			
10	HLTH1: Safety								
11	HLTH2: Understanding healthy lifestyle								
12	HLTH3: Personal care routines								
13	HLTH4: Exercise and fitness								



List of Measures Within Domains

Domain	Measure	
 Self and Social Development (SSD)	1	SSD1: Identity of self and connection to others
	2	SSD2: Self-esteem
	3	SSD3: Empathy
	4	SSD4: Impulse control
	5	SSD5: Follows rules
	6	SSD6: Awareness of diversity: appreciation of differences and similarities
	7	SSD7: Interactions with adults
	8	SSD8: Friendship
	9	SSD9: Conflict negotiation
 Health (HLTH)	10	HLTH1: Safety
	11	HLTH2: Understanding healthy lifestyle
	12	HLTH3: Personal care routines
	13	HLTH4: Exercise and fitness

Measure 1: Identity of self and connection to others

Definition: Child shows increasing awareness or understanding of self and his or her connection to others

1. Mark the developmental level the child has mastered.

☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Accurately describes self in terms of physical characteristics, preferences, and things he or she can do	Describes physical characteristics, preferences and things he or she can do in relation to another person	Describes self in terms of roles within one or more groups of people he or she knows	Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)	Describes self in terms of roles he/she may have in the future
Examples <ul style="list-style-type: none"> ▶ "I know how to play checkers but not chess." ▶ "I like this game; it's my favorite." ▶ "I can swim in the shallow end but not the deep end." ▶ Draws picture of herself, showing her doing things she really does or with her favorite things. ▶ "I use a wheelchair." 	<ul style="list-style-type: none"> ▶ "I can run faster than Tommy, but he can throw the ball farther." ▶ "I am as tall as you are." ▶ "I like cheese crackers, but my brother likes the peanut butter ones." ▶ "I'm right-handed, and she's left-handed." ▶ "I'm older than you are." 	<ul style="list-style-type: none"> ▶ "We're making a city. I make the houses, and Tina digs the rivers and makes roads." ▶ "I'm the singer in the band, and he plays the guitar and keyboard." ▶ "I'm the one in my family who sets the table for dinner." 	<ul style="list-style-type: none"> ▶ "At school, I'm in charge of bringing attendance sheets to the main office." ▶ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ▶ "It's my job to find places to volunteer for a service-learning project." ▶ "I'm a peacemaker at school: that means I help other children solve their problems." ▶ "I'm a study buddy to younger children." 	<ul style="list-style-type: none"> ▶ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ▶ "I like helping children with their math homework; that's why I want to be a teacher." ▶ "I'd like to be a nurse because I like to help people, especially when they are sick."

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ☐

4. If you are unable to rate this measure, explain here. ▶



Measure 2: Self-esteem

Definition: Child makes positive judgments about self and his/her own abilities in increasingly broad contexts

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Makes positive judgments about personal characteristics, skills, or behavior	Makes positive judgments about personal characteristics, skills, or behavior in relation to someone else	Makes positive judgments about self related to others in his or her group; describes personal role within group	Makes positive judgments about self related to others in his or her community including people he or she may not know (the whole school, the town where he or she lives)	Makes positive judgments about self based on how he or she has done in the past and may do in the future
Examples <ul style="list-style-type: none"> ▶ "I am good at drawing animals." ▶ Smiles proudly at picture or art project she has made. ▶ "I can run really fast!" 	<ul style="list-style-type: none"> ▶ "I'm really good at handball—I can even beat Jose some of the time." ▶ "I'm glad that I was chosen for a big role in the play." 	<ul style="list-style-type: none"> ▶ "I help other children in my class with their math homework because I'm good at math." ▶ "Whenever we play soccer, I'm the goal-keeper because I'm not afraid of the ball." ▶ "My friends like me because I don't tell their secrets." 	<ul style="list-style-type: none"> ▶ "I helped my school's recycling program by making signs and putting them on trash cans." ▶ "I've helped other families by working on the food drive." ▶ "I like helping people in my community. I help every week in my school's library." ▶ "I play soccer in the 'rec' league and I'm a pretty good goalie." ▶ "Our band got second place in the state competition!" 	<ul style="list-style-type: none"> ▶ "I will do well in college because I study a lot." ▶ "I could go to the Olympics. I practice every day." ▶ "I could be a translator because I speak English and Spanish/Chinese [my home language] well."

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 3: Empathy

Definition: Child shows increasing awareness of others' feelings and experiences and responds appropriately through words or actions

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Demonstrates awareness of own feelings	Shows awareness of feelings of others with appropriate words or actions	Shows understanding of how someone else might feel in a certain hypothetical situation	Shows understanding of feelings and experiences through words or actions for groups of people who live in his or her community (may not know them)	Shows understanding of feelings and experiences through words or actions for groups of people beyond his or her immediate community
Examples <ul style="list-style-type: none"> ▶ "I feel really happy (sad, calm, thankful)." ▶ "I'm excited about our trip to the tide pools." ▶ Draws picture to show how he feels. 	<ul style="list-style-type: none"> ▶ "She's happy because her grandma is coming to visit." ▶ "My mom was really surprised and happy when we brought her breakfast in bed." ▶ Offers assistance to friend who is hurt, such as giving a bandage or asking, "Do you need a bandage?" ▶ Points out a picture in a book and accurately identifies a feeling to match the facial expression (happy, mad, sad). 	<ul style="list-style-type: none"> ▶ Says her sister must be getting excited because her birthday is coming up. ▶ "My mom would be so proud if I won this contest." ▶ "Mark will feel so good if he finishes his model plane [because he's been working so hard on it]." ▶ "Sarah will be disappointed if she doesn't place in the top 10, because she has been practicing so much." 	<ul style="list-style-type: none"> ▶ "I'm doing the walk-a-thon for the [local] children's hospital to raise money for sick children." ▶ Helps collect clothes/toys/food for a family whose house burned down near the school. ▶ "I feel sad for the children on the school team because we lost the tournament." 	<ul style="list-style-type: none"> ▶ "I worry about children who don't have enough to eat." ▶ "I heard on the news that a girl is missing. Her parents must be worried." ▶ Writes a letter to a child who is sick in another state or country. ▶ "I can't even believe how hard it would be to lose everything I have in a flood." ▶ "It would be hard to have to switch schools because you lost your home." ▶ Sends a letter to an unknown soldier stationed abroad.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 4: Impulse control

Definition: Child shows ability to regulate responses to internal and external stimuli in increasingly broad settings

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Responds to adult reminder or direction to control inappropriate impulses	Applies known rules to manage frustrating situations	Controls impulses independently, understanding the other person's point of view	Controls impulses based on what is right or fair for his or her immediate group	Controls impulses based on the needs of the greater community (people the child does not know)
Examples <ul style="list-style-type: none"> ▶ Expresses her anger or frustration by using words instead of hitting or throwing toys when reminded by staff. ▶ During circle time, if reminded to raise hand, child does so rather than call out to make comment or answer a question. ▶ Takes a toy from another child without asking, but waits for turn when reminded to. 	<ul style="list-style-type: none"> ▶ Raises hand and waits to be called on to make a comment or ask a question. ▶ When frustrated by the actions of another, refrains from hitting and instead seeks help from an adult. ▶ While waiting for a turn on the computer or in a game, chooses another acceptable activity to do (alternate activity may be suggested by staff). 	<ul style="list-style-type: none"> ▶ While waiting for a staff person, sits down to draw, read, or play something without being directed to. ▶ Suggests a reasonable compromise between what he wants to do and what peer wants to do. ▶ Indicates he will complete his homework before going out to play, because his parents requested it. 	<ul style="list-style-type: none"> ▶ Refrains from participating in a group that is teasing or bullying (because it's not 'fair' or 'nice'). ▶ Waits until it is her turn. When asked why, might reply "because they were here first [and it's only fair]." ▶ Without prompting, child agrees to participate in a game of softball, even though she/he 'voted for' soccer, because she accepts 'majority rules' [as what is most fair]. ▶ Resists peer pressure, instead choosing to do what is 'right' or 'fair.' 	<ul style="list-style-type: none"> ▶ Turns in found items to lost and found (instead of keeping them for herself). ▶ Returns money when he receives too much change back. ▶ Shows respect for others in the community (doesn't litter, doesn't damage property).

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 5: Follows rules

Definition: Child shows ability to follow rules in increasingly broad settings and understands the purpose of having rules

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Follows most program rules but often needs to be reminded	Follows most rules and understands reasons for rules, even if he or she doesn't always follow them	Follows rules without reminders, even if he or she doesn't want to, and expects others to do the same	Knows and understands rules of the familiar group, and suggests ways to improve them so that they are fair for everyone in the group	Knows and understands rules for the broader community and suggests ways to improve them so that they are fair for everyone in the community
Examples <ul style="list-style-type: none"> ▶ Attempts to play with toys at inappropriate times until reminded not to by staff. ▶ Tries to take an extra turn but conforms to game rules when reminded by an adult. 	<ul style="list-style-type: none"> ▶ Follows rules when suggested by peers or teachers, "You have to go to the end of the line because you're out." ▶ Reminds others to "follow the rules." 	<ul style="list-style-type: none"> ▶ Sits out willingly when it's no longer his turn. ▶ Expresses disappointment or disapproval when others do not follow the rules. ▶ Puts name on list to use the computer and waits turn; tells other child who is trying to use it out of turn to "put your name on the list." ▶ Readily goes to the back of the line when 'out' or sits out when it's no longer his turn. 	<ul style="list-style-type: none"> ▶ Suggests that children pick names out of a hat to decide teams because it's 'only fair' that everyone gets a chance at the best players. ▶ Suggests that game rules be changed to include more people. ▶ Suggests that it's OK to change rules if it's 'for a good reason.' ▶ Suggests a rotating schedule/sign-up sheet for using the computer so everyone gets a turn. 	<ul style="list-style-type: none"> ▶ Suggests that older children wait until 3:30 before using the playground so that younger children can gain access to the play structures by themselves. ▶ Suggests changing the rules for dropping off children so it will be safer. ▶ Suggests that children who are traffic guards should be allowed an extra five minutes before being marked late.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 6: Awareness of diversity: appreciation of differences and similarities

Definition: Children show awareness, acceptance, understanding, and appreciation of others' special needs, genders, family structures, ethnicities, cultures, and languages

1. Mark the developmental level the child has mastered.

☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Identifies physical differences and similarities between self and others	Expresses awareness of nonphysical differences and similarities between self and others, such as those related to culture, language, family structure, or religion	Makes accommodations for others in the group who are different from him or her	Takes action that shows interest in, and appreciation for, the similarities and differences of people in his or her community (may not know them)	Shows interest in promoting social justice for people beyond his/her community
Examples <ul style="list-style-type: none"> ▶ "Her arms are stronger than mine." ▶ Finds pictures in magazines of people who look the same as and who look different from herself. ▶ "He and I both wear glasses." 	<ul style="list-style-type: none"> ▶ "He lives with his grandma and cousins, and I live with my mom." ▶ "We should make sure that we choose food for the party that everyone can eat." ▶ "We both speak English but Jose speaks Spanish, too." ▶ "My friend didn't come to school because he is having a special celebration at home." 	<ul style="list-style-type: none"> ▶ Helps a child in a wheelchair get something off a high shelf. ▶ Suggests new rules for a game to include a child with a disability. ▶ "We should write a sign saying 'hello' in different languages, so everybody will feel welcome." ▶ Encourages peers to include children who are different. ▶ Ensures that children who are learning English understand the rules before starting a game. 	<ul style="list-style-type: none"> ▶ Writes a story about the meaning of Martin Luther King Day. ▶ Attempts to learn basic vocabulary from a new language. ▶ "Let's print the flyers in different languages so everyone's parents can read them." ▶ Voluntarily helps to research and plan a field trip to visit different places of worship in his community. ▶ Volunteers to participate in organizing a multicultural event (school potluck, variety show, music night, recipe book). 	<ul style="list-style-type: none"> ▶ Discusses the similarities and differences between women's rights here and in other countries. ▶ Discusses human rights and talks about ways to protect them. ▶ Talks about how people shouldn't buy clothes made using child labor.

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ☐

4. If you are unable to rate this measure, explain here. ▶



Measure 7: Interactions with adults

Definition: Child develops positive relationships with increasingly larger groups of adults and acknowledges adult's perspective while expressing clear sense of own self

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Seeks out one or two trusted adults for guidance or companionship in daily activities	Interacts with a wider variety of adults, displaying increasing independence but still relying on them for guidance or reassurance	Listens to and considers adult's perspective while expressing and defending own ideas	Expresses clear sense of self as separate from adults in community (teachers, staff, parents, police officer, mayor), but acknowledges adult's perspective	Expresses clear sense of self as different from adults outside of their community, in the nation/world, but acknowledges adult's perspective
Examples <ul style="list-style-type: none"> ▶ Looks to trusted adults to determine daily schedule/activities, or needs adults to suggest or initiate reasonable activities. ▶ Notices when particular adult is absent. ▶ Seeks out favorite adult to sit next to during group activities. 	<ul style="list-style-type: none"> ▶ Initiates activities independent of adults but within adults' guidelines (starts an activity but needs help maintaining it). ▶ Comes back from independent play to report what she is doing. ▶ Seeks recognition for a drawing or other accomplishment. ▶ Asks for reassurance while playing a game—"Is this a good move?" 	<ul style="list-style-type: none"> ▶ Acknowledges rules of adult, but states what she would like to be different—"If I were in charge, I'd make a rule that..." ▶ "Can we have snack before we do homework because we had an early lunch at school today?" ▶ Helps point out strong points of other players to coach. ▶ Converses with adults about an idea or perspective, both giving own perspective and listening to adults. 	<ul style="list-style-type: none"> ▶ "If I get elected to the student council, I'm going to tell the teachers that children need more recess." ▶ "Most parents think we should go to bed by nine o'clock, but I think children should go to bed when they are tired." ▶ "They want to close the school because there aren't enough children in the area, but I think they should leave it open because this is the school some children are used to." ▶ "If I were in charge, I'd have a skateboard ramp in every park, but they think that children will get hurt." 	<ul style="list-style-type: none"> ▶ "I know adults have to drive to work, but they should think about carpooling to help the environment." ▶ "I know it would be hard, but if I were the president, I would make sure there was a park in every neighborhood." ▶ Writes a car company to ask for safer, more energy-efficient cars.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 8: Friendship

Definition: Child develops one or more close relationships with peers and extends concept of friendship beyond his/her community

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
Plays with other known children, focusing on own needs and making limited compromises with playmates	Listens to and considers the needs and interests of a friend when they are expressed	On his or her own, considers and acknowledges the perspectives of one or more close friends	Considers the needs and interests of a group of friends and seeks ways to balance those with own interests and needs	Demonstrates concern and caring for children outside his or her community
Examples <ul style="list-style-type: none"> ▶ Agrees to play pirates but only if playmate agrees to go outside. ▶ Continues to play with playmate even if unsuccessful in coaxing other child into playing his or her way. ▶ Tries to coax playmate into playing his way. ▶ Persists in playing one way despite requests from playmate to play another way. 	<ul style="list-style-type: none"> ▶ Asks friend what he wants to do—"Do you want to play inside or outside?" ▶ "I'll pick a game we play, then you pick one." 	<ul style="list-style-type: none"> ▶ Soothes a friend who lost a game or was eliminated. ▶ "I know you like hopscotch, so let's play that first." ▶ Acknowledges and respects a friend's opinion even if it is different from his own. ▶ "I know you like that book, but I don't think it was good." ▶ Asks if a friend knows how to play a game. If he says no, suggests another game. 	<ul style="list-style-type: none"> ▶ Agrees to watch a movie that isn't his first choice because his friends are watching it. ▶ Compromises on game rules when necessary to keep a game moving. ▶ Expresses unwavering support for the team, school, or candidate that his friends or parents support. 	<ul style="list-style-type: none"> ▶ Collects food or supplies to aid children affected by natural disasters. ▶ Writes letters or shows interest in children in different parts of the country or world. ▶ Sends cards to a children's hospital. ▶ Exchanges e-mails with or reads blogs from children who live in other cities.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 9: Conflict negotiation

Definition: Child resolves conflicts by proposing solutions that consider the needs of others and extends concept of negotiation beyond his/her community

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>	Connecting <input type="radio"/>
During a conflict with another child, expresses own needs and desires	During a conflict, listens to desires of another child and suggests or accepts a mutually agreeable solution	Resolves conflicts by proposing solutions that address the desires or rights of everyone in the group	Proposes solutions to conflicts that address the desires or rights of everyone in the community (even those who are not known personally)	Proposes solutions to conflicts that address the desires or rights of people beyond his or her community
Examples <ul style="list-style-type: none"> ▶ "I want to play with this now." ▶ "I got to the swings first, so I get to go first." ▶ Uses nonverbal communication, such as pointing or gesturing, to show the toy she wants to play with. 	<ul style="list-style-type: none"> ▶ "If you give me a turn, I'll give it right back to you." ▶ "His dad is picking him up in ten minutes, so he should go first." ▶ When playing with dolls, shares the clothing. ▶ Accepts caregiver's suggestion, "Let's do Rock, Paper, Scissors." 	<ul style="list-style-type: none"> ▶ "Let's vote on this, but when Susana gets back she gets to vote too." ▶ "We need to save some for David because he's out sick today, but he worked for this too." ▶ When playing basketball game of HORSE with younger children, gives them two tries per turn instead of one. ▶ "My friend is out sick today—can we wait until tomorrow to pick parts for the play so she doesn't miss out?" 	<ul style="list-style-type: none"> ▶ "If they don't want us skateboarding on the stairs because it isn't safe, they could build a skate park." ▶ "I think children who are caught doing graffiti should have to clean up all the walls in the neighborhood." ▶ Child is part of safety patrol. 	<ul style="list-style-type: none"> ▶ "If two contestants on a reality show do very well, they should split the prize. It's not fair that one gets second place and doesn't win anything." ▶ "If someone finds a winning lottery ticket that someone else lost, then the person who bought it should get the prize." ▶ Takes action to speak out against injustice (writes a letter, signs a petition). ▶ Participates in a discussion to brainstorm ideas about how to reduce violence in the world.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 10: Safety

Definition: Child shows increasing independence in following rules for personal safety

**1. Mark the developmental level the child has mastered.**

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○
Follows safety rules only when reminded	Follows safety rules sometimes or with few reminders or little encouragement	Follows safety rules independently and on a regular basis	Participates in establishing rules and procedures that are safe for specific activities
Examples <ul style="list-style-type: none"> ▶ When reminded, follows rule for safely entering the room one at a time, instead of rushing and pushing through the door. ▶ When reminded, keeps gate to playground closed. ▶ When reminded, asks for assistance to retrieve something from a high or dangerous place (a ball that is on the roof). 	<ul style="list-style-type: none"> ▶ Observes some safety boundaries, such as not walking in front of and behind someone swinging a bat, but may need reminders. ▶ Uses caution when jumping off equipment sometimes, but not always. ▶ Handles scissors safely (when using or carrying), but may need reminders. 	<ul style="list-style-type: none"> ▶ Independently looks both ways before crossing the street. ▶ Consistently carries scissors pointing down while walking. ▶ Regularly uses caution when walking in front of moving swings or slide that others are using. ▶ Stops a throwing game when someone walks through the game (to avoid hitting person). 	<ul style="list-style-type: none"> ▶ Initiates procedures for safety, such as drawing 'boundaries' for a game of jump-rope so people who are passing by won't get hurt. ▶ Reminds other children of safety rules. ▶ Identifies potential safety problems—"Let's store the heaviest blocks on the lowest shelves so they won't fall on anyone." ▶ "Let's move the reading center away from the door, so people don't get hit when it's opened."

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ○****4. If you are unable to rate this measure, explain here. ▶**

Measure 11: Understanding healthy lifestyle

Definition: Child shows increasing independence in making healthy lifestyle choices

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>
Makes healthy choices when reminded or encouraged	Makes healthy choices with few reminders or little encouragement	Makes healthy choices independently and on a regular basis	Encourages others to make healthy choices
Examples <ul style="list-style-type: none"> ▶ Eats fruit for snack when it is provided. ▶ Wears hat on a sunny day when reminded. ▶ Follows suggestion to clean up art project early to be ready when parent arrives for pick-up. 	<ul style="list-style-type: none"> ▶ When allowed to make choices, sometimes chooses healthful food. ▶ Needs few reminders to plan ahead. ▶ With little encouragement, agrees to put on sunscreen when playing outside on a sunny day. 	<ul style="list-style-type: none"> ▶ When allowed to make choices, regularly chooses healthful food, such as fruits or vegetables. ▶ Sets own schedule to complete work, avoiding last-minute rush. ▶ Resists peer pressure to make unhealthy choices. ▶ Independently chooses to avoid intense physical activity when sick or tired. 	<ul style="list-style-type: none"> ▶ Debates benefit of alternatives to candy and soft drinks on-site. ▶ Brainstorms with peers how to get school work done early to reduce stress. ▶ Engages in discussion about resisting negative peer pressure. ▶ Makes posters for program about healthy lifestyle choices. ▶ Discusses the benefits of making food choices using the food pyramid.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 12: Personal care routines

Definition: Child shows increasing independence in following personal care routines

**1. Mark the developmental level the child has mastered.**☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>
Follows rules of good personal care only when reminded	Follows rules of good personal care with few reminders or little encouragement	Independently practices good personal care on a regular basis	Encourages good personal care among others
Examples <ul style="list-style-type: none"> ▶ Follows rules or routines to wash hands before or after eating only when reminded by staff. ▶ Covers mouth when coughing only when reminded by staff. ▶ Ties or closes shoes when reminded. ▶ When reminded, puts on warm clothes before going out in cold. 	<ul style="list-style-type: none"> ▶ When given the choice, practices personal hygiene in some situations or some of the time (sometimes covers mouth when coughing; remembers to wash hands after using the bathroom but may forget to wash before eating). ▶ Sometimes remembers to use tissues when needed, but sometimes needs reminder. ▶ Remembers to dress warmly before going out in cold but sometimes needs reminders. 	<ul style="list-style-type: none"> ▶ Washes hands before eating and after using the toilet without being asked or reminded. ▶ Independently uses tissues when needed. ▶ Covers mouth when coughing without being reminded. ▶ Dresses warmly before going out in cold weather. ▶ Independently keeps shoes tied or fastened. 	<ul style="list-style-type: none"> ▶ Helps younger child wash hands thoroughly. ▶ Tells another to use soap when washing hands. ▶ Reminds others to cover mouth when coughing or to use tissue when needed. ▶ Suggests to friend to get her raincoat because it is raining outside. ▶ Notices and points out a friend's shoe is untied during a running game.

2. Record evidence for this rating here. ▶**3. Mark here if child is emerging to the next level. ☐****4. If you are unable to rate this measure, explain here. ▶**

Measure 13: Exercise and fitness

Definition: Child shows increasing independence in participating in exercise and fitness activities



1. Mark the developmental level the child has mastered.

☐ Not yet at first level

Developing <input type="radio"/>	Understanding <input type="radio"/>	Integrating <input type="radio"/>	Expanding <input type="radio"/>
Participates in active physical activity only when strongly encouraged	Participates in active physical activity with some reminders or little encouragement	Participates in active physical activity independently and on a regular basis	Encourages others to engage in regular physical activity
Examples <ul style="list-style-type: none"> ▶ Participates in basketball or soccer game only when encouraged by another child. ▶ Participates in adult-guided physical activities, such as a hike or nature walk, with encouragement. 	<ul style="list-style-type: none"> ▶ Sometimes chooses to play outside but occasionally needs a reminder. ▶ Sometimes chooses to participate in organized physical activities, such as a dance or drill team. 	<ul style="list-style-type: none"> ▶ Independently chooses to play an outdoor sport game during free choice time. ▶ Regularly participates in a variety of physical activities, such as a dance or drill team. 	<ul style="list-style-type: none"> ▶ Proposes formation of after-school soccer team. ▶ Designs poster about benefits of regular exercise. ▶ Helps organize physically active game. ▶ “Let’s play soccer outside instead of sitting in front of the computer.”

2. Record evidence for this rating here. ▶

3. Mark here if child is emerging to the next level. ☐

4. If you are unable to rate this measure, explain here. ▶

