

Early Adoption Version, 2025–2026

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IT DRDP (2025)

An Early Childhood Developmental Continuum

Infant/Toddler View



About the DRDP (2025) Early Adoption Version

The Desired Results Developmental Profile (DRDP 2025) instrument is an authentic assessment designed for use by educators and service providers to observe, document, and reflect on the learning, development, and progress of children from infancy through grade 3. The DRDP (2025) is a continuum of developmental skills spanning early infancy to kindergarten. The Early Education (EED) and Special Education (SED) Divisions of the California Department of Education (CDE), the Child Care and Development Division (CCDD) of the California Department of Social Services (CDSS), the University of California - Berkeley Evaluation and Assessment Research Center (UC BEAR Center), and Early Childhood Learning and Development and Integrated Systems at WestEd have engaged in a collaborative effort over the past two years to revise and expand the DRDP.

The DRDP (2025) early adoption instrument is being calibrated during the 2025-26 period. Full implementation of the DRDP (2025) will begin in the fall of 2026. The DRDP (2025) will replace the DRDP (2015) infant/toddler, preschool, and kindergarten views; it is aligned to the updated Infant/Toddler Early Learning and Development Foundations and the revised Preschool/Transitional Kindergarten Learning Foundations

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Introduction to the DRDP (2025)

Welcome to the Desired Results Developmental Profile (2025) [DRDP (2025)]: An Early Childhood Developmental Continuum. The DRDP (2025) is a formative assessment instrument developed by the California Department of Education and the California Department of Social Services for young children and their families, used to inform instruction and program development.

Structure and Components of the DRDP (2025) Early Adoption Version

Structure

The DRDP (2025) instrument includes 36 measures organized into nine domains. Measures cover different portions of a developmental continuum from early infancy through Third Grade.

Components

The DRDP (2025) measures consist of eight primary components, as seen in [Figure 3](#). These components are described below:

Domain: Each domain represents an essential area of learning and development for young children. Specific competencies, described in “Measure,” make up these areas of learning and development. Each domain consists of a set of measures.

The DRDP (2025) instrument includes nine domains aligned to the updated Infant/Toddler Early Learning and Development Foundations and the revised Preschool/Transitional Kindergarten Learning Foundations. The nine domains are listed below:

- **Approaches to Learning (ATL)**
 - The ATL domain assesses areas recognized as important for young children’s school readiness and success. The Approaches to Learning skills include engagement, attention and persistence, curiosity, interest and initiative, problem-solving, and planning.
- **Social Emotional Development (SED)**
 - The SED domain assesses children’s developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include self-awareness, social

awareness, relationships and reciprocal interactions with familiar adults, relationships and interactions with peers, and emotional knowledge and regulation.

- **Foundational Language Development (FLD)**
 - The FLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any signed or spoken language and any mode of communication, including augmentative and alternative communication (AAC). Dual language learners may demonstrate knowledge and skills in their home language, in English, or both languages. FLD measures should be completed for all infants, toddlers, preschoolers, transitional kindergarten children, and kindergarten children, including those who are multilingual learners.
- **English Language Development (ELD)**
 - The ELD domain assesses the progress of children who are dual language learners in learning to communicate in spoken English. The developmental progression described in the three ELD measures is related to the child’s experiences with English, not the child’s age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include the degree of exposure to English, the level of support provided in their home or first language, and individual differences such as the age of exposure to English or the structure of the child’s home or first language. The ELD measures should be completed only for preschool, transitional kindergarten, and kindergarten-age children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child. Note about ELD measures for children who are Deaf/Hard of Hearing (DHH): The ELD domain should only be used with children who are learning spoken English. For children learning spoken English and American Sign Language (ASL), the Foundational Language Development (FLD) domain, in conjunction with the Language Milestones, should be used to document children’s development of ASL, and the ELD measures can be used to document a child’s progress in spoken English.
- **Math (MATH)***
 - The MATH domain assesses children’s development of knowledge and skill in mathematics. This includes areas such as spatial thinking, classification, number and counting, number operations, and measurement.
- **Science (SCI)***
 - The SCI domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include

cause and effect, inquiry through observation and investigation, and documentation and communication of inquiry.

- **Cognition (COG)**

- The COG domain is for use with infants and toddlers and assesses foundational cognitive skills, including skills represented in the MATH and SCI domains. The knowledge or skill areas in this domain include imitation, spatial thinking, classification, number and counting, cause and effect, and inquiry through observation and investigation.

- **Physical Development (PD)**

- The PD domain assesses motor development. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, and fine motor manipulative skills.

- **Health (HLTH)**

- The HLTH domain assesses the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include safety, understanding of health and wellness, and personal care routines (hygiene, feeding, self-dressing).

The DRDP (2015) History, Social Science, and Visual and Performing Arts domains can still be utilized with the DRDP (2025).

**Math and Science are combined in the Infant/Toddler view as well as the Cognition domain.*

Measure: A measure is the developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment items.

Definition: Each definition specifies the area of development to be observed.

Descriptor: Each descriptor defines behaviors that would be observed for a child at that developmental level.

Developmental Level

Each developmental level specifies a point along the continuum, ranging from earlier to later levels of development. The developmental levels in the DRDP (2025) are the following:

- **Responding (Earlier, Later)**

- Knowledge, skills, and behaviors that develop from basic responses (through using senses and through actions) to differentiated responses, including interacting with people and objects and discovering ways to move or use the parts of the body.

Responding levels reflect research on the development of young infants. They are generally aligned to the Infant-Toddler Learning and Development Foundations, although any child, regardless of age, may demonstrate knowledge and skills described in these levels.

- **Exploring (Earlier, Middle, Later)**

- Knowledge, skills, and behaviors that are demonstrated through expanded exploration, including movements, manipulation of objects, communication, and the beginnings of cooperation with adults and peers. Exploring levels reflect research on the development of older infants and toddlers and are generally aligned to the Infant-Toddler Learning and Development Foundations. However, any child, regardless of age, may demonstrate knowledge, skills, and behaviors described in these levels.

- **Building (Earlier, Middle, Later)**

- Knowledge, skills, and behaviors that demonstrate a growing understanding of self, relationships with others, and increasingly purposeful investigations related to different learning domains and the social environment. Building levels reflect research on the development of preschool/transitional kindergarten (TK)-age children and are generally aligned to the Preschool/Transitional Kindergarten Learning Foundations. Children within a wider age range may demonstrate knowledge, skills, and behaviors described in the Building levels.

- **Integrating (Earlier, Middle, Later)**

- Knowledge, skills, and behaviors that demonstrate the ability to connect and apply content within and across learning domains. Integrating levels reflect research on the development of children in the year before kindergarten and as they progress through kindergarten and into the beginning of first grade. Integrating levels generally align to the Preschool/Transitional Kindergarten Learning Foundations, the Common Core State Standards, and California Content Standards for Kindergarten. Children within a wider age range may demonstrate knowledge, skills, and behaviors described in the Integrating levels.

- **Extending (Earlier, Middle, Later)**

- Knowledge, skills, and behaviors that demonstrate the growing ability to incorporate new information while navigating a broad range of increasingly complex learning activities and social situations. Extending levels reflect research on children's development in first through third grades. However, children in these grades may not yet be demonstrating the knowledge, skills, and behaviors described in these levels.

Please note: Not every measure will include the full choice within the developmental levels of "Earlier, Middle, Later" within Responding, Exploring, Building, Integrating, and Extending if

those levels are not appropriate to the developmental continuum of the measure. The developmental levels for the ELD domain differ from the above format as they represent the developmental progression of multilingual learners' acquisition of English during the early childhood years.

Example: An example illustrates a level descriptor. An example is one of many possible ways a child might demonstrate the knowledge, skills, or behaviors indicative of a particular developmental level. Examples are not an exhaustive list.

Example of a Full Continuum Measure (Figure 1)

Developmental Domain

Measure

Definition

Development Domain: ATL

ATL 3: Problem-Solving

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier	Later	Earlier	Later	Earlier	Middle	Later
Orients toward people, sounds, or objects	Explores doing things people do and attends to people	Tries different ways to do things using people or objects when encountering problems	Uses effective strategies, suggested by others or observed, to solve problems	Comes up with strategies to solve everyday problems, with adult support	Identifies different aspects of everyday problems and comes up with strategies to try to solve them	Pauses and examines everyday problems before trying out one or more targeted strategies to solve them
Developmental Level				Descriptor		
Possible Examples						
- Responds with more alertness (e.g., widens eyes) as an adult moves a toy car in the air in front of them. - Turns toward an adult who is speaking. - Responds to a touch on the hand or cheek by becoming still or by moving.		- Waves a toy car back and forth in the air, then brings it to their mouth. - Pushes items off a tray or slides them back and forth during mealtime. - Laughs as a familiar adult plays peekaboo using a blanket and reaches for the blanket.		- Holds a toy car upside down and tries to push it back and forth on a flat surface, then turns it over and tries pushing it back and forth again. - Tries to open a box, then hands it to a nearby adult, who then opens the box and hands it back. - Tries to grasp an object in a small container and then shakes the container. - Watches an adult pull a toy car back to make it go forward, then tries to pull the car back on their own. - Tries to put their right shoe on their right foot when it was not fitting on their left foot after an adult suggests, "What about the other foot?" - Tries to fit different shapes into specific holes, observes another child do it, then tries to do it the same way and fits most of the shapes in the same shaped holes. - Places a toy car on a ramp at an angle such that the car does not roll down the ramp. Then, when an adult wonders if the wheels are touching the track, rotates the car straight so that it rolls down the ramp. - Moves toward the napkin holder after they spill some water at mealtime and an adult asks, "Uh-oh, how should we clean this up?" - Goes to get the watering can when they notice the plants are dry and an adult asks, "How can we help this plant?"		
				- Places a toy car on a ramp at an angle such that the car does not roll down the ramp. Then, when an adult wonders if the wheels are touching the track, rotates the car straight so that it rolls down the ramp. - Looks carefully at the jacket, after having difficulty putting their arm through the sleeve. Then pulls out the jacket sleeve so it is no longer inside out. - Explains to a peer that there are not enough baskets for everyone playing "shopping trip" so they will use a small plastic crate as a basket.		
				- Notifies a toy car stuck part-way down the car ramp, looks at the stuck car from each side of the ramp, then pushes another toy car down the ramp to dislodge it. - Studies the box of crayons and tries using different colored crayons together to create the color purple, because the purple crayon is missing. - Notifies a bump in the circle time rug and pauses and looks at the edges of the rug. Then asks an adult to move the chair on the corner of the rug so they can pull the rug to make it smooth.		
Examples						

Integrating and Extending in next table

ATL 3

DRDP (2025): A Dev

Child is Emerging to the Next Developmental Level

ATL 3

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ATL 3: Problem-Solving continued

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

Mark the latest developmental level the child has mastered:

Integrating			Extending		
Earlier	Middle	Later	Earlier	Middle	Later
Examines novel or complex problems and seeks help to come up with strategies to solve them	Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support	Uses a variety of strategies to solve novel or complex problems on own	Identifies some potential novel or complex problems and takes steps to proactively solve them	Describes or demonstrates strategies that might be used to solve novel or complex problems, sometimes with adult support	Identifies and uses strategies to solve novel or complex problems on own, examines the result, and then pivots to another strategy as needed
Possible Examples					
• Places multiple pieces of a new car track set on a flat surface and, when the pieces do not fit together, asks a peer if they know how to put together the track. • Tries to make a pattern with different colored animals (cat, dog, bear), then communicates to an adult that they can't make the ABC pattern with only two colors. The adult asks, "Is there another way to organize them besides by color?" so they try patterning by animal type. • Tries to rebuild a large block structure that keeps falling down, studies the block pieces for a while, then gestures for a larger piece to use at the base.			• Notices that one of the wheels fits too loosely on the toy car they are building and tries a wheel with a smaller hole so that it fits more snugly on the axle. • Switches from a problem on the math worksheet that they do not know how to solve to a more familiar problem, completes that one, and then returns to work on the original problem. • Begins reading a book and notices it is too hard for them so goes to an adult to help them find a better book.		
• Lines up pieces of car track carefully and fits them together on the table, tries to extend the track over the edge of the table and, after an adult asks if the track needs more support, uses blocks to prop up the additional pieces of track. • Uses the strategy of decoding each sound and communicates "lack-y" when trying to read the word "cake" for the first time. Realizes "lack-y" is not a word, tries the "keng a" sound instead, and reads "cake". • Notices all the chairs at the table are taken and brings a chair over from another table. Realizes there isn't room at the table for another chair and finds a seat at a different table.			• Communicates how they could tape pieces of track together to make the car ramp wider after an adult asks if there is enough room for two cars. • Explains how they figured out the meaning of a new word using context cues. • Shows an adult some different ways they could figure out a new math problem.		
			• Builds their own car ramp by taping together pieces of cardboard, runs a toy car down it, then adds sides to the ramp when the car falls off the edge before reaching the bottom of the ramp. • Uses a t-chart to compare and contrast two books, then switches to using a Venn diagram when they realize they also want to show similarities between the two books. • Solves the multiplication problems six times three and seven times three from memory, notices they get the same answer for both, and tries a different strategy of solving six and seven times two first and then adding six and seven.		

Example of an Earlier Developmental Measure (Figure 2)

Developmental Domain

Measure

Definition

No Later Levels

Developmental Level

Examples

Development Domain: COG
COG 1: Imitation
Child repeats and practices the actions or words of others in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier	Later	Earlier	Later	Earlier	Middle	Later
Responds to facial expressions or vocalizations	Tries to imitate single simple actions or sounds when interacting with others	Repeats others' familiar actions, gestures, or words immediately after they occur	Repeats others' familiar actions, gestures, or words experienced at an earlier time	Repeats multiple step actions, gestures, words, or phrases experienced at an earlier time	There are no later levels for this measure.	
Possible Examples						
• Watches a familiar adult's face intently as the adult speaks to them. • Quiets at the sound of an adult's soothing voice. • Orients toward an adult when the adult gestures they are going to pick them up. • Makes a sound like, "Mmmmm," after an adult makes the "Mmmmm" sound. • Touches the bottle or the adult's hand that is holding the bottle during feeding. • Smiles when an older child smiles and greets them. • Vocalizes and then opens and shuts hands as an adult leads "Open, Shut Them" finger play. • Communicates, "Bye-bye" and waves, after an adult communicates, "Bye-bye" and waves. • Tries to make hand shapes after familiar adult signs that it is time to eat. • Holds a block to ear and says, "Hello," as if it were a phone. • Wraps a teddy bear in a blanket and communicates, "Night-night." • Places doll in the seat of a toy shopping cart and wheels it around the room, placing objects in the cart. • Pretends to read a favorite book, saying some of the words they have heard the adult read to them and mimicking the adult's tone, expressions, and cadence. • Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon. • Dresses up with work shoes and clothes, picks up a bag, and communicates, "Bye! I am going to work!"						

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

Example of a Later Developmental Measure (Figure 3)

Developmental Domain

Measure

Definition

Developmental Level

No Earlier Levels

Examples

Descriptor

Development Domain: MATH
MATH 5: Measurement
Child shows increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier	Later	Earlier	Later
N/A	There are no earlier levels for this measure.	Explores measurable properties of objects (e.g., size, length, weight, capacity)	Demonstrates awareness of the dimension of size as relevant to completing a task
Possible Examples			
• Stacks plastic bowls that are the same size together. • Puts hand in a full cup of water and watches as water overflows. • Attempts to place a block into a cup. • Fits stacking cups inside of each other based on size. • Stops pouring water into a cup when it begins to overflow, while positioned in a stability support and (standing) at the water table. • Dumps the toy bears in a large cup and then pours them into a smaller cup.			

Building and Integrating in next table

MATH 5

Child is Emerging to the Next Developmental Level

MATH 5

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MATH 5: Measurement continued

Not at the Earliest Developmental Level

Examples

Descriptor

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Describes objects in terms of measurable properties	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller")	Orders three or more objects according to measurable properties	Measures properties using nonstandard or standard units though units may overlap or have gaps	Compares two objects with a measurable property in common to see which object has "more of" or "less of" the property, and describes the difference	Demonstrates understanding that a measurable property can change value depending on the unit (e.g., it will take more inches than feet to measure the same thing)
Possible Examples					
• Communicates, "This cup is small." • Gestures with their arms wide to indicate how big the family dog is, when asked. • Tries to pick up the bigger pumpkin and grunts, then picks up the smaller pumpkin and smiles. • Fills a cup all the way to the top at the water table and communicates, "This is full." Then reaches for another cup that is empty and communicates, "This one is empty." • Communicates, "Este es más largo" ("This one is longer," in Spanish), when placing train tracks side by side to check which is longer. • Chooses the bigger of two buckets when asked to bring the one that will hold more water. • Lines up three cups on the table in order from smallest to largest. • Points to the tallest triangle on the tablet screen, then the medium triangle, and then the shortest triangle. • Communicates about the three dolls in front of them, "These two are the big sisters, and this one is more little, gesturing to the smallest of the three dolls." • Uses a smaller cup to scoop and add water to a larger cup while counting how many small cups it takes to fill the bigger cup. When the big cup is filled, communicates, "The big cup is three small cups!" • Uses a balance scale to find out which of two blocks is heavier. • Uses footsteps to measure the length of a rug with gaps between the steps and communicates that the rug is 10 steps long one way, and eight steps long the other way. • Fills up a large cup all the way with water, then pours the water into a different shaped container to see which one holds more water. • Communicates that the length of one table is 12 blocks long, and the other table is 10 blocks long, so the first table is longer. • Stands next to a peer, slides a hand from the top of their head over to the peer's head, and then holds their hands apart to show the difference in height. • Measures how far a peer jumped by placing same-sized rulers end-to-end, counting them, and communicating, "You jumped three rulers," and then uses the yardstick, communicating, "That's one yardstick!" • Fills up one box with golf balls and another box with tennis balls, communicating that it will take more golf balls than tennis balls to fill the box because they are smaller.					

Relationship of the DRDP (2025) to Learning Foundations and Standards

In California, the term "foundations" is used to define goals for early learning, emphasizing that the learning and development that occur in the early years of life are foundational to children's lifelong achievement, both in and out of school. The foundations describe research-based expectations for young children's learning and development and are the central component of California's early learning and development system. Measures generally correspond to a sampling of the most salient constructs depicted in the foundations and standards for each domain.

- **Infant/Toddler Learning and Development Foundations (ITLDF)** – describe the competencies infants and toddlers typically attain in the first three years of life. For more information on specific developmental domains, consult the ITLDF at <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>. The DRDP (2025) Responding Earlier through Building Earlier levels generally correspond to the ITLDF levels.
- **Preschool/Transitional Kindergarten Learning Foundations (PTKLF)** – describe the knowledge and skills that most children ages three to five and a half develop in high-quality early education programs. For more information on developing specific skills, refer to the PTKLF at <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>. The Building Earlier through Integrating Earlier levels of the DRDP generally corresponds to the PTKLF levels.

The state's early learning foundations align to early elementary standards. The standards define the essential skills and knowledge that all students should have at specific grade levels, from kindergarten through grade twelve, in California's public schools.

California Public School Content Standards (CPSCS) cover nine areas of learning. California has adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics and the Next Generation Science Standards (NGSS) for Science. For more information on the specific skills and knowledge, refer to the CA Content Standards at <https://www.cde.ca.gov/be/st/ss/>. The Integrating Earlier through Extending Later levels for kindergarten through grade 3 generally correspond to the relevant grade-level expectations for the CPSCS. The Integrating Earlier through Integrating Later levels generally correspond to the CCSS and NGSS for kindergarten and first grade.

The Role of the Special Education Service Provider

The DRDP (2015) is required for children with disabilities, birth to 5 years of age, who have an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) and

whose services are funded through the local education agency. It is an option for special education service providers to complete both the DRDP (2015) and the DRDP (2025). The special education provider most familiar with the child is responsible for submitting the DRDP (2015). The special education provider should ensure that accommodations outlined in the child's ISFP or IEP are in place and work collaboratively with the child's educator to ensure that observations of children with ISFPs or IEPs are accurate and complete.

Children Who Are Multilingual Learners and the DRDP (2025)

Multilingual learners are children who learn two or more languages simultaneously, as well as those who learn a second language while continuing to develop their home language. A child's experience with one or more languages is an asset to build on in the early childhood setting. In addition, encouraging children's home language development supports their positive cultural and linguistic identity development and strengthens ties with their families and communities. It is critical to consider the child's communication in all the languages that they are learning to have an accurate picture of the child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages.

When assessing young children who are multilingual learners, some aspects of multilingual development should be considered. For example, a child may know certain words or concepts in one language and different ones in another language. The DRDP (2025) supports appropriate assessment of multilingual learners in two primary ways:

1. Educators and service providers observe and document children's behavior in their home languages, English, or a combination to obtain a more accurate profile of their knowledge and skills across developmental domains.
2. The DRDP includes two language development domains to assess multilingual learners' progress. The Foundational Language Development (FLD) domain assesses all children's progress in developing foundational language and literacy skills, where ratings should be based on skills in all languages a child is learning. The English Language Development (ELD) domain assesses current knowledge, skills, and progress in English for children learning English as an additional language.

Universal Design for Learning

In the context of assessment, Universal Design for Learning (UDL; CAST, 2024) is a framework for designing assessments that are inclusive and flexible, allowing all children to demonstrate what they know and can do. Assessments developed using UDL allow for multiple means of engagement, representation, and action and expression, enabling children to demonstrate what they know and can do in ways that work best for them. Educators and

service providers are encouraged to use their knowledge of the child to plan activities that are both accessible and meaningful.

Structured Prompts for Selected DRDP (2025) Measures

Structured prompts are optional, scripted activities aligned to DRDP measures. Preschool, transitional kindergarten, and kindergarten educators and service providers will receive guidance on and materials for using structured prompts for two measures in the Math domain: Measurement and Number Operations. Educators and service providers may use structured prompts with children they assess as part of the DRDP (2025). The information gathered during the structured prompt activities will provide educators and service providers with evidence of children's level of mastery on the corresponding measures. Educators and service providers may use the results of the structured prompt and other information gathered about the child's knowledge and skills in Measurement and Number Operations to determine a rating. The child's responses to the structured prompt can be used as documentation for the rating.

Conditional Measures

Some measures in the DRDP PTK View are considered conditional measures, which are only assessed when certain conditions are met. Three conditional measures for preschool, transitional kindergarten, and kindergarten in the DRDP (2025) are in the ELD domain, ELD 1: Comprehension of English (Receptive English), ELD 2: Self-Expression in English (Expressive English), and ELD 3: Understanding and Responding to English are required for children who have a language other than English spoken in the home.

The Health domain includes three conditional measures for preschool, transitional kindergarten, and kindergarten: HLTH 3: Personal Care Routines - Hygiene, HLTH 4: Personal Care Routines - Feeding, and HLTH 5: Personal Care Routines - Self-Dressing. Based on observations, Health measures 3-5 may be completed, if determined, to document progress or plan this child's learning activities and supports. These measures are required for preschool, transitional kindergarten, and kindergarten children who have an IEP.

Rating the Measures

There are three steps for using and completing the DRDP (2025):

Step 1: Collecting Documentation

The DRDP (2025) instrument measures a child's behavior, knowledge, and skills across nine domains of development. It is an authentic assessment to be administered in children's natural environments, such as home and school. Educators and service providers observe children

and record their behavior relative to the measures. Observations should occur over time in natural settings:

- In the child's typical programs or settings, such as child care, classrooms, or home;
- As the child participates in familiar routines with people they know; and
- As the child participates in learning activities and routines.

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in various ways, including spoken in the child's home language, signed, and through other communication modes (e.g., via a communication device). The direct observation of a child by educators and service providers is the primary method for informing ratings. To ensure that ratings are informed across the settings and situations a child is in, other sources of evidence are recommended:

- **Observations by others** – including educators, family members, caregivers, and other service providers, obtained through interviews or conversations
- **Other documentation** – including samples of children's work, photographs, and video or audio recordings of children's communication and behavior; results of the optional structured prompt activities for Measurement and Number Operations serve as other documentation for preschool, transitional kindergarten, and kindergarten children

The Important Role of Families in the Documentation Process

Family members and guardians have repeated opportunities to observe their child's activities and interactions over time and in various situations. Their perspectives, along with those of educators and service providers, provide a more complete and reliable picture of a child's typical behaviors. Inviting family members to share observations of their child's development and behavior is a recommended practice for the DRDP (2025). The opportunity to observe a child's level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to talk to family members or, if possible, observe a child interacting with family members. This is especially true for children new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. For more information on best practices for gathering observations from families, refer to the Worksheet for Leading Focused Conversations with Families: Preschool Version, available at <https://www.draccess.org/leadingconversations>.

Observation and Documentation of Young Multilingual Learners

Young multilingual learners may demonstrate knowledge and skills in any of the languages they are developing, including their home languages, English, or a combination of both.

Multilingual learners often use different languages for different purposes, with different people, or in different settings. In addition, a child may shift between languages or combine elements of more than one language within a conversation. Allowing each child to demonstrate their skills using their own authentic communication patterns is necessary for accurate assessment of their knowledge and skills. Documentation of a child's language should be inclusive of their use of the home language, English, or both (e.g., a child may communicate, "I want leche" ["I want milk"] using English and their home language, Spanish).

Additionally, to ensure accurate and equitable assessment, observations and documentation should be conducted by an adult who can communicate with the child in the child's home language. When the educator or service provider is not fluent in the child's home language, another adult who is fluent in the child's home language should support the observation process. This may include an assistant educator, special education team member, educator of the Deaf or hard of hearing, program director, family member, or another trusted adult who knows the child well and can help interpret their behaviors and language use in context.

Families play a central role in equitable assessment for multilingual learners. They bring essential knowledge of the child's language use, cultural background, routines, and strengths across settings. Educators and service providers should actively seek out and incorporate family observations to gain a more complete picture of the child's development. This is especially important when the child uses languages that educators may not understand, or when the child is new to the program. Involving families affirms their role as partners and helps ensure that assessment practices are linguistically and culturally responsive.

Using Accommodations

- Accommodations may have been developed and part of the IEP so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability. For more information on adaptations, see the Desired Results Access Project at <http://www.draccess.org/adaptations>.
- Accommodations for the child should be used during the normal course of the day and be in place during observations for the DRDP (2025) assessment.
- Everyone working with the child should be informed of any accommodations the child uses.
- New accommodations must not be introduced solely to conduct the DRDP (2025) assessment.

Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each measure, mark the latest developmental level the child has mastered.

What is Mastery?

A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- Consistently
- Over time
- In different situations or settings

Important notes about mastery:

- Children may demonstrate mastery of knowledge and skills through various communication modes, languages, and behaviors.
- Many behaviors consistent with the descriptor may not appear on the list of examples.

The Descriptors and Examples

Consider the descriptors first and then the examples to determine which developmental level is most consistent with your observations and other documentation of the child's behavior across time, settings, and situations. A child may demonstrate behaviors at more than one developmental level. Choose the level that represents the knowledge, skills, or behaviors the child demonstrates most consistently.

Descriptors

The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Maps). Each descriptor is illustrated by several examples of behaviors consistent with that developmental level.

Examples

Keep in mind these important points about examples:

- The examples provided for each developmental level are illustrations, not requirements. They are not checklists, and a child does not need to demonstrate any specific example or all examples to rate at that level.
- Each example shows just one possible way a child might demonstrate the knowledge, skills, or behaviors described in the descriptor. Educators and service providers are encouraged to observe children in various everyday activities and routines, and to use their professional judgment to identify other valid examples of mastery.
- Mastery is based on what a child demonstrates consistently over time and in different situations and settings. A child may show mastery in ways that are not included in the examples but still align with the intent of the descriptor.

Additional Rating Options

Emerging to the Next Developmental Level

If your observations indicate that the child has demonstrated mastery of a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across time, situations, and settings), the child may be emerging to the next level.

To indicate emerging:

- First, mark the developmental level the child has mastered.
- Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.

Child is Not Yet at the Earliest Developmental Level on a PTK Measure

If you determine that a child in preschool, transitional kindergarten, or kindergarten is not yet demonstrating mastery of the earliest level of a PTK continuum measure, mark “Child is not yet at the earliest developmental level on this measure.” This should only happen rarely.

Unable to Rate Due to Extended Absence

- This is used only when the child is absent from the program for such an extended period of time during the four to six weeks before submitting your DRDP data that you could not gather information to rate the measures.
- The following are NOT valid reasons to indicate Unable to Rate:
 - Not having enough time or enough information
 - The nature of a child’s disability or the severity of a child’s disability

The Responding Earlier level is designed to be inclusive of all children. Mark this as the earliest level unless the child demonstrates skills at a later level. Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.

Rating Conditional Measures

If you are using the conditional measures for a preschool, transitional kindergarten, or kindergarten child, mark them on the rating record according to the following guidance:

- ELD domain
 - These measures are required for preschool-aged children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child.
 - If the measures are rated, determine the child’s latest level of mastery and mark accordingly.

- If these measures are not rated, mark the circle next to Conditional Measure: “This measure is not rated. Spoken English is the only language used in this child’s home.”
- Health domain
 - When reflecting on Health measures 3-5, based on observations, determine if the measure is needed for documenting progress or planning this child’s learning activities and supports. If these measures are not rated, mark the circle next to Conditional Measure. These measures are required for preschool, transitional kindergarten, and kindergarten children who have an IEP.

Step 3: Finalizing the Assessment

To finalize, review the assessment to make sure that you have entered a rating for all the measures and that the child’s information page is complete and up-to-date:

- For CDE Early Education Division (EED) and CDSS Child Care and Development Division (CDSS) programs, enter your ratings into DRDP Online.
- For CDE Special Education Division (SED) programs, enter your ratings into the reporting sites for SED programs (e.g., SEIS, SIRAS) as determined by your district.

Glossary of Terms

Alphabetic language: a letter or combination of letters and marks to represent each speech sound in the language.

From: PTKLF Language and Literacy Development Domain Appendix, English Phonemes, p. 154

From: <https://dictionary.cambridge.org/us/dictionary/english/alphabetic>

Appears in FLD 5: Alphabetics and Print Knowledge

Attribute: a property or characteristic of an object or a person. Attributes such as size, color, and shape would be used by children in grouping and sorting.

From PTKLF Mathematics Domain Glossary, p. 65

Appears in:

FLD 1: Understanding Language (Receptive)

MATH 2: Classification

Augmentative and Alternative Communication (AAC): all of the ways that someone communicates besides talking. People of all ages can use AAC if they have difficulty with speech or language skills. **Augmentative** means to add to someone’s

speech. **Alternative** means to be used instead of speech. AAC can include no-tech, low-tech, and high-tech options.

From [ASHA Augmentative and Alternative Communication](#)

Appears in:

ELD 1: Comprehension of English (Receptive English)

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

ELD 3: Understanding and Responding to English Literacy

FLD 2: Using Language (Expressive)

Braille: the universally accepted system of writing used by [blind](#) persons, consisting of a code of 63 characters. Each character represents a letter, combination of letters, common word, or grammar sign, read by touching them lightly.

From [Britannica](#)

Appears in:

FLD 4: Foundational Literacy Skills

FLD 5: Alphabetics and Print Knowledge

FLD 6: Writing

Cardinality: the concept that the number name applies to the last object counted and represents the total number of objects in the group (the quantity of objects counted).

From PTKLF Mathematics Domain Glossary, p. 65

Appears in MATH 3: Number and Counting

Clause: a group of words that contains a subject and a verb within a sentence.

Appears in:

FLD 2: Using Language (Expressive)

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

ELD 3: Understanding and Response to English Literacy Activities

Communicates: the variety of ways a child demonstrates knowledge and skills, including speaking in English or the child's home language, signing, using a communication device, drawing or modeling with different materials, and expressing through movement, actions, or role-play.

Appears in multiple measures across domains

Conventional Gestures: culturally-based gestures produced and understood by all members of a given cultural group (e.g., waving goodbye, nodding, etc.)

Appears in FLD 2: Using Language (Expressive)

Conventional Gestures: culturally-based gestures produced and understood by all members of a given cultural group (e.g., waving goodbye, nodding, etc.)

From [Ekman and Friesen \(1969\)](#)

Appears in FLD 2: Using Language (Expressive)

Cooperative Play: when children plan, discuss, and implement their play together

From the [National Association for the Education of Young Children](#)

Appears in SED 4: Relationships and Interactions with Peers

Decode/decoding: the process of using one's knowledge of letter-sound correspondence (or syllable-sound in Spanish) to sound out words

From: [National Center for Improving Literacy](#)

Appears in FLD 5: Alphabetics and Print Knowledge

Decompose: in math, it means to take apart numbers or geometric figures into smaller parts (e.g., 7 can be broken down into 3 and 4, 5 and 2; squares can be 2 triangles, etc.)

From [CDE Mathematics Frameworks](#)

Appears in MATH 4: Number Operations

Everyday problems: regularly encountered ordinary challenges or situations that occur during daily routines and activities, such as fitting a foot into a shoe or opening a tight jar lid.

Appears in ATL 3: Problem-Solving

Handshapes: the specific configuration of the hand and fingers when forming a sign in sign language. Signs are composed of manual phonemic units: handshape, location, and movement.

From [Jackson, Hagstrom, and Emmorey \(2024\)](#)

Appears in FLD 2: Using Language (Expressive)

Hygiene: the practice of maintaining health and preventing disease through cleanliness.

From PTKLF Health Domain Glossary, p.31

Appears in HLTH 3: Personal Care Routines: Hygiene

Investigates/Investigation: in the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.

From PTKLF Science Domain Glossary, p. 83

Appears in:

SCI 2: Inquiry Through Observation and Investigation

SCI 3: Documentation and Communication of Inquiry

Locomotor Skills: the ability to project the body into or through space.

From PTKLF Physical Development Domain Glossary, p. 32

Appears in PD 2: Gross Locomotor Movement Skills

Manipulative Skills: also known as object-control skills, in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

From PTKLF Physical Development Domain Glossary, p. 32

Appears in PD 3: Gross Motor Manipulative Skills

Nonstandard and standard units: nonstandard units of measurement are units of measurement that are based on personal choice, such as a pencil, a hand, a toothpick, or a block. Standard units are common units of measurement, such as inches, ounces, meters, or liters.

Appears in MATH 5: Measurement

Novel or complex problems: challenges or situations that a child is encountering for the first time, or that have different parts or components to solve.

Appears in ATL 3: Problem-Solving

Observes/Observation: gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste, and noticing specific details and phenomena that ordinarily might be overlooked.

From PTKLF Science Domain Glossary, p. 84

Appears in:

COG: SCI 2: Inquiry Through Observation and Investigation

COG: SCI 3: Documentation and Communication of Inquiry

One-to-one correspondence: one and only one number word is used for each object in the array of objects being counted.

From PTKLF Mathematics Domain Glossary, p. 65

Appears in MATH 3: Number and Counting

Onset: the first consonant or consonant cluster in a syllable (e.g., the h in the one-syllable word hat; the m and k in the two-syllable word monkey).

Appears in FLD 4: Foundational Literacy Skills

Phonological Awareness: sensitivity to the sound structure of spoken language.

From PTKLF Language and Literacy Development Domain Glossary, p. 137

Appears in FLD 4: Foundational Literacy Skills

Rime: a linguistic term that refers to the portion of a syllable that starts with a vowel. In the word big, the rime unit is /ig/. In the word bring, the rime unit is /ing/.

Appears in FLD 4: Foundational Literacy Skills

Self-initiated activities: play or tasks that infants, toddlers, and young children choose based on their curiosity, interest, abilities, and opportunities. Children determine the timing, pace, intensity, and duration of these activities.

Appears in:

ATL 1: Engagement, Attention, and Persistence

ATL 2: Curiosity, Interest, and Initiative

Word approximations: a child's use of parts of a word or sound substitutions, or a simplified version of a sign to represent a target word.

Appears in FLD 2: Using Language (Expressive)

Measures at a Glance

DRDP (2025) Infant/Toddler (IT) View

Domain Name: Approaches to Learning (ATL)

1. ATL 1: Engagement, Attention, and Persistence
2. ATL 2: Curiosity, Interest, and Initiative
3. ATL 3: Problem-Solving

Domain Name: Social and Emotional Development (SED)

1. SED 1: Self-Awareness
2. SED 2: Social Awareness
3. SED 3: Relationships and Reciprocal Interactions with Familiar Adults
4. SED 4: Relationships and Interactions with Peers
5. SED 5: Emotional Knowledge and Regulation

Domain Name: Foundational Language Development (FLD)

1. FLD 1: Understanding Language (Receptive)
2. FLD 2: Using Language (Expressive)
3. FLD 3: Shared Communication and Conversation

Domain Name: Cognition (COG)

1. COG 1: Imitation
2. MATH 1: Spatial Thinking
3. MATH 2: Classification
4. MATH 3: Number and Counting
5. SCI 1: Cause and Effect
6. SCI 2: Inquiry Through Observation and Investigation

Domain Name: Physical Development (PD)

1. PD 1: Perceptual-Motor Skills and Movement Concepts
2. PD 2: Gross Locomotor Movement Skills
3. PD 3: Gross Motor Manipulative Skills
4. PD 4: Fine Motor Manipulative Skills

Domain Name: Health (HLTH)

1. HLTH 1: Safety
2. HLTH 3: Personal Care Routines: Hygiene*
3. HLTH 4: Personal Care Routines: Feeding*
4. HLTH 5: Personal Care Routines: Self-Dressing*

*Health measures 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, complete Health measures 3-5 to document progress or plan this child's learning activities and supports.

Measures at a Glance

DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View

Domain Name: Approaches to Learning (ATL)

1. ATL 1: Engagement, Attention, and Persistence
2. ATL 2: Curiosity, Interest, and Initiative
3. ATL 3: Problem-Solving
4. ATL 4: Planning

Domain Name: Social and Emotional Development (SED)

1. SED 1: Self-Awareness
2. SED 2: Social Awareness
3. SED 3: Relationships and Reciprocal Interactions with Familiar Adults
4. SED 4: Relationships and Interactions with Peers
5. SED 5: Emotional Knowledge and Regulation

Domain Name: Foundational Language Development (FLD)

1. FLD 1: Understanding Language (Receptive)
2. FLD 2: Using Language (Expressive)
3. FLD 3: Shared Communication and Conversation
4. FLD 4: Foundational Literacy Skills
5. FLD 5: Alphabetics and Print Knowledge
6. FLD 6: Writing

Domain Name: English Language Development (ELD)

1. ELD 1: Comprehension of English (Receptive English)*
2. ELD 2: Self-Expression in English (Expressive English)*
3. ELD 3: Understanding and Responding to English Literacy Activities*

Domain Name: Math (MATH)

1. MATH 1: Spatial Thinking
2. MATH 2: Classification
3. MATH 3: Number and Counting
4. MATH 4: Number Operations
5. MATH 5: Measurement

Domain Name: Science (SCI)

1. SCI 1: Cause and Effect
2. SCI 2: Inquiry Through Observation and Investigation
3. SCI 3: Documentation and Communication of Inquiry

Domain Name: Physical Development (PD)

1. PD 1: Perceptual-Motor Skills and Movement Concepts
2. PD 2: Gross Locomotor Movement Skills
3. PD 3: Gross Motor Manipulative Skills
4. PD 4: Fine Motor Manipulative Skills

Domain Name: Health (HLTH)

1. HLTH 1: Safety
2. HLTH 2: Understanding of Health and Wellness
3. HLTH 3: Personal Care Routines: Hygiene**
4. HLTH 4: Personal Care Routines: Feeding**
5. HLTH 5: Personal Care Routines: Self-Dressing**

* ELD measures are completed only for preschool-age children whose home language is other than English and whose family has identified spoken English as a method or mode of communication for their child.

** Based on observations, Health measures 3-5 may be completed, if determined, to document progress or plan this child's learning activities and supports.

Measures at a Glance

DRDP (2025) Preschool – Grade 3 (P-3) View

Domain Name: Approaches to Learning (ATL)

1. ATL 1: Engagement, Attention, and Persistence
2. ATL 2: Curiosity, Interest, and Initiative
3. ATL 3: Problem-Solving
4. ATL 4: Planning

Domain Name: Social and Emotional Development (SED)

1. SED 1: Self-Awareness
2. SED 2: Social Awareness
3. SED 3: Relationships and Reciprocal Interactions with Familiar Adults
4. SED 4: Relationships and Interactions with Peers
5. SED 5: Emotional Knowledge and Regulation

Child’s Information

1a. Child’s first name (Legal):

1b. Child’s last name (Legal):

Date DRDP (2025) was completed (mm/dd/yyyy): / /

Assessment period (e.g., Fall 2026)

2. Statewide Student Identifier (10-digit SSID):

3. Agency Identifier:
(Agency Identifier and SSID can be the same.)

4. Child’s classroom or setting:

5. Child’s county of residence:

6. Birth date (mm/dd/yyyy): / /

7. Gender Male Female Non-binary

8. Initial date of enrollment in early childhood program (mm/dd/yyyy): / /
Date child was withdrawn from the program (mm/dd/yyyy): / /

9a. What is this child’s ethnicity?
Yes, Hispanic or Latino No, not Hispanic or Latino

9b. What is this child’s race? (Mark one or more races to indicate what this child considers himself/herself to be.)

American Indian or Alaska Native	Chinese	Korean	Tahitian
Asian Indian	Filipino	Laotian	Vietnamese
Black or African-American	Guamanian	Other Asian	White
Hmong	Hawaiian	Other Pacific Islander	
Japanese		Samoan	

Child’s Language Information

10. Child’s spoken/signed home language(s):

11. Is a language other than English spoken in the child’s home? Yes No
(If yes, the ELD measures must be completed for a preschool-age child.)

12. What language(s) do you speak with this child?

13. Did someone who understands and uses the child’s home language assist you with completing the observation?
Yes, role/relation:
No Not applicable (I understand and use the child’s home language.)

Assessor Information

14. Agency: Site:

15. Your name: Title:

16. Are you the primary teacher working with this child?
Yes No (Specify your relationship to the child.):

17. Did another adult assist you with assessing this child?
Yes (role/relation): No

Program Information and Setting

18. Child is enrolled in: Check all that apply.

Child Care Center	Kindergarten	State Infant/Toddler Program
District Preschool Program	Migrant	State Preschool
Early Head Start	Part C Early Intervention Program	Third Grade
Family Child Care Program	Private Preschool	Title 1
Family Home of Child	Second Grade	Transitional Kindergarten
First 5 Funded	Service Provider Location (e.g., clinic or office)	Tribal Head Start
First Grade		Other:
Head Start		

Special Education Information

19a. Special education enrollment. Check one.
Individualized Family Service Plan (IFSP) Individualized Education Program (IEP)

19b. Did you collaborate with a special education service provider(s)? Yes No Not applicable

20. Special education eligibility. Check one.

Autism*	Hard of Hearing	Specific Learning Disability*
Deaf-Blindness	Intellectual Disability*	Speech or Language Impairment
Deafness	Multiple Disability*	Traumatic Brain Injury*
Emotional Disturbance*	Orthopedic Impairment*	Visual Impairment
Established Medical Disability	Other Health Impairment*	

Special Education Information continued

21. Does this child have extensive support needs? **Only answer if special education eligibility is Autism, Emotional Disturbance, Intellectual Disability, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Traumatic Brain Injury.* **Yes** **No**

22. Adaptations used in the assessment: Check all that apply.

- | | | |
|---------------------------------------|--|----------------|
| Alternative mode for written language | Augmentative or alternative communication system | Visual support |
| Alternative response mode | Functional positioning | None |
| Assistive equipment or device | Sensory support | |

ATL 1: Engagement, Attention, and Persistence

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients to people, objects, or changes in the environment	Engages in explorations of people or objects for brief periods	Engages in simple self-initiated activities, sometimes with adult support	Engages in and returns to self-initiated activities after a brief interruption	Engages in self-initiated activities for extended periods of time	Engages in group learning activities with adult guidance	Manages distractions or challenges with adult support during group learning activities
Possible Examples - Turns head toward a person who comes into view or begins talking. - Attends to an adult’s face when being held. - Turns head toward the bottle when it is brought near.	- Looks attentively as an adult shows them a board book, turns, and reaches for a toy. Then turns back to the board book and pats the pages. - Smiles when an adult begins singing a song. Turns toward a peer who is laughing at the song and then turns back to the adult. - Holds an object, mouths and looks at it, then looks over at the door when it opens, and returns to looking at and mouthing the object.	- Flips through a board book, then reaches for another book. Hands the book to the adult when the adult asks, “Should we read this together?” - Picks up an object, holds it out to the adult, and when the adult takes it, hands the adult another object. - Tries to turn a wheel toy upright a few times. Then succeeds and makes it roll.	- Pretends to read a book to a doll. Looks up when a peer shows them what they are cooking in the play kitchen. Then returns to playing with the doll for a few more minutes. - Plays with trains. Looks up when a peer gets picked up by a family member. Then returns to playing with trains. - Pauses playing at the sand table, looks up, and points when an airplane flies overhead. Then goes back to playing with the sand.	- Pretends to read a book to a doll as part of a bedtime routine, then tucks the doll into bed. - Builds a toy train track involving a long loop of track, adds several train cars, and drives the train along the track while making train noises. - Spends time at the painting easel, involving dipping different paint brushes in different cups of paint and covering most of the paper with paint.	- Listens from a few feet away as an adult reads a story to a group of children. - Participates in a group sing-along led by the adult by signing the lyrics to a familiar song. - Takes part in a small group counting activity, with adult encouragement.	- Pauses to look at what other children are drawing while working on a picture from their favorite story. Then returns to their own drawing when the adult asks about their picture. - Struggles with getting popsicle sticks to glue together while building a miniature fence as their part of a group project. Tries a new way of applying the glue when suggested by an adult. - Strings beads according to a pattern while at a table with other children. Shows the adult they are missing a brown bead, and the adult helps them find the bead under the table.

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



ATL 2: Curiosity, Interest, and Initiative

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients toward movement or changes in people, objects, or sounds	Shows interest in new or unexpected characteristics or actions of people or objects	Explores objects and notices and responds to interactions with people	Explores new ways to use familiar objects outside of their intended use	Explores self-selected ideas, objects, or events by manipulating, or asking simple “what” or “where” questions	Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed “why” or “how” questions, often with adult prompting	Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support
Possible Examples - Turns head toward the source of the noise. - Turns head toward a person who comes into view or begins talking. - Gazes toward a nearby window where there is movement of shadow or light.	- Coos when a familiar adult begins to sing a song. - Vocalizes or gazes at a familiar adult who makes an animated facial expression. - Widens eyes when a toy makes a noise.	- Moves toward a familiar adult who is playing a small drum and touches the drum. - Pats, pulls on, or turns the pages of a board book back and forth. - Touches buttons and tries to look under an adult’s wristwatch when it lights up.	- Turns a toy bucket upside down and bangs on it like a drum. - Paints on paper and on arm when given a paintbrush and paint. - Pours water out of a cup at a water table, then turns to the sand box and uses the cup to scoop up sand.	- Shows excitement when they make sounds on a small drum they chose from a shelf. - Drops a marble in a maze and follows its path as it rolls to the bottom, then does it again, but blocks the path with their hand a few times. - Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk.	- Pats a drum and then a block when an adult asks, “Is one louder than the other?” Responds, “The drum is louder. Why is it louder?” - Begins to drop different objects in the water table and watches them, after an adult prompts, “I wonder which objects will float and which ones will sink?” - Compares leaves by examining their different textures and gestures for more leaves to touch, after an adult asks, “What do these leaves feel like?”	- Returns to play with the same drums several times, trying different sounds. - Observes a caterpillar closely and begins drawing its pattern of colors and number of legs. Continues working on it the following day. - Visits the dramatic play area over several days to act out being a firefighter.

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



ATL 3: Problem-Solving

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients toward people, sounds, or objects	Explores doing things with people or objects and attends to what happens	Tries different ways to do things using people or objects when encountering problems	Uses effective strategies, suggested by others or observed, to solve problems	Comes up with strategies to solve everyday problems, with adult support	Identifies different aspects of everyday problems and comes up with strategies to try to solve them	Pauses and examines everyday problems before trying out one or more targeted strategies to solve them
Possible Examples - Responds with more alertness (e.g., widens eyes) as an adult moves a toy car in the air in front of them. - Turns toward an adult who is speaking. - Responds to a touch on the hand or cheek by becoming still or by moving.	- Waves a toy car back and forth in the air, then brings it to their mouth. - Pushes items off a tray or slides them back and forth during mealtime. - Laughs as a familiar adult plays peekaboo using a blanket and reaches for the blanket.	- Holds a toy car upside down and tries to push it back and forth on a flat surface, then turns it over and tries pushing it back and forth again. - Tries to open a box, then hands it to a nearby adult, who then opens the box and hands it back. - Tries to grasp an object in a small container and then shakes the container.	- Watches an adult pull a toy car back to make it go forward, then tries to pull the car back on their own. - Tries to put their right shoe on their right foot when it was not fitting on their left foot after an adult suggests, "What about the other foot?" - Tries to fit different shapes into specific holes, observes another child do it, then tries to do it the same way and fits most of the shapes in the same shaped holes.	- Places a toy car on the car ramp at an angle such that it does not roll down. Then, when an adult wonders if the wheels are touching the track, rotates the car straight so that it rolls down the ramp. - Moves toward the napkin holder after they spill some water at mealtime and an adult asks, "Uh-oh, how should we clean this up?" - Goes to get the watering can when they notice the plants are dry and an adult asks, "How can we help this plant?"	- Places on a car ramp a toy car that is too large and, when the car does not roll down the ramp, checks that the car is lined up straight on the ramp. Returns to the toy box for a smaller car to try instead. - Looks carefully at the jacket, after having difficulty putting their arm through the sleeve. Then pulls out the jacket sleeve so it is no longer inside out. - Explains to a peer that there are not enough baskets for everyone playing "shopping trip" so they will use a small plastic crate as a basket.	- Notifies a toy car stuck part-way down the car ramp, looks at the stuck car from each side of the ramp, then pushes another toy car down the ramp to dislodge it. - Studies the box of crayons and tries using different colored crayons together to create the color purple, because the purple crayon is missing. - Notifies a bump in the circle time rug and pauses and looks at the edges of the rug. Then asks an adult to move the chair on the corner of the rug so they can pull the rug to make it smooth.

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



SED 1: Self-Awareness

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to others	Uses senses and movement to explore self and others	Responds to their own name or nickname	Communicates own needs and wants	Expresses simple ideas about self and connection to others	Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing)	Describes several of own preferences
Possible Examples						
- Attends to a familiar adult during feeding. - Grasps an adult’s finger when the adult touches the palm of their hand. - Quiets when hearing a familiar adult speak softly to them.	- Explores by grasping their own hair or someone else’s hair when it is within reach. - Examines their own hand or foot by looking at it or mouthing it. - Plays with sound by repeating coos and squeals.	- Orients toward a familiar adult when their own name is spoken. - Watches closely when a familiar adult signs their name. - Widens eyes when an adult communicates their nickname.	- Communicates to a familiar adult that they want to be held. - Communicates, “Mas leche” [“More milk,” in Spanish] to a familiar adult. - Leads an adult by the hand to a toy they want but cannot reach.	- Gestures to an image in a storybook of a person who appears to have braids, indicating that the character in the storybook has a hairstyle like theirs. - Communicates, “I have a baby sister!” and points to the family tree pictures on the classroom wall. - Shows favorite train toy to an adult and smiles when the adult responds, “Oh, you love trains.”	- Communicates that their hair and eyes are brown. - Communicates, “Soy Mexicano” [“I’m Mexican,” in Spanish]. - Looks at a picture of a boy and a picture of a girl, then chooses the picture that matches their own gender and points to themselves.	- Communicates that they like their hair in Afro puffs, but they don’t like it when people touch their hair. - Gestures to the box of trains and the shelf with blocks when asked, “What are your favorite things to play with?” - Communicates, “Ayokong hawakan ang susô. Na tatakot ako” [“I don’t want to touch the snail. It scares me,” in Tagalog].

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



Development Domain: SED

SED 2: Social Awareness

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to faces, voices, or actions of other people	Anticipates what familiar people will do in repeated experiences such as care routines	Shares a common focus with another person	Acts in response to what they think another person wants	Communicates about others' feelings, behaviors, or preferences	Communicates that others' behaviors are related to their thoughts or feelings	Communicates that others' behaviors are related to their consistent preferences or past experiences
Possible Examples - Orients toward the voice of a familiar adult. - Moves their arms around when they see a familiar adult approaching. - Starts to cry when hearing another child crying.	- Opens their mouth and kicks their legs when a familiar adult sings or signs a special song they always sing before feeding the child a bottle. - Kicks legs in excitement or reaches out when a familiar adult leans forward to pick the child up. - Looks toward the location of where an adult’s face will reappear during a game of peekaboo.	- Turns attention away from their toy and toward music that has started to play and smiles when the familiar adult says, “Do you like this song?” - Pays attention to a familiar adult’s behavior when an unfamiliar adult enters the room. - Reaches for the ball on the floor when an adult communicates, “Do you want the ball?”	- Points to the headphones on the shelf when a peer who usually wears them arrives. - Brings a toy to a child who looks upset. - Watches an adult finish eating their last apple slice and offers an adult an apple slice from their plate.	- Notifies another child wearing headphones and asks the teacher, “Is Nbengha OK?” The teacher responds by communicating, “Yes, Nbengha needs some quiet time while others are playing.” - Communicates, “También me gusta pintar, me hace feliz, [“I like to paint, too, it makes me happy,” in Spanish] after noticing a child at an easel. - Points to “laughing” picture on an emotion chart while looking at a peer who is giggling, after an adult asks, “How do you think your friend is feeling?”	- Communicates that loud noises make a peer uncomfortable, so they are wearing headphones. - Communicates, “Cô bé nhớ mẹ của mình” [“She misses her mommy,” in Vietnamese] when another child begins to cry. - Points to a “scared face” on an emotion chart to communicate that the turtle was scared when an adult asks why the turtle pulled its head back into its shell.	- Communicates that a peer brings their headphones from home because they like them better than the ones at school. - Selects toy strawberries from a bowl of toy food and offers them to a peer. Smiles when the peer says, “My favorite!” - Communicates that a peer with a motor impairment uses their stander to paint at the easel every day.

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



SED 3: Relationships and Reciprocal Interactions with Familiar Adults

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to faces, voices, or actions of people nearby	Shows interest in familiar adults	Shows a preference for interacting with familiar adults over unfamiliar adults	Participates in familiar routines and activities with familiar adults	Interacts for extended periods with familiar adults in a variety of situations	Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences	Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term
Possible Examples - Widens eyes or brightens at the face of their grandfather. - Quiets when picked up by an adult. - Rests head on familiar adult's chest when being held.	- Smiles and vocalizes when they hear their grandfather enter the room. - Reaches their hands toward a familiar adult when the adult leans toward them. - Kicks legs when a familiar adult is approaching.	- Reaches toward their grandfather when an unfamiliar adult enters the room. - Places toy on a familiar adult's lap, goes to get another toy, and then places that toy on the adult's lap. - Crawls toward their parent rather than toward an unfamiliar adult.	- Brings a book to their grandfather and then asks him to read it to them at pickup time. - Holds arms out one at a time to assist a familiar adult who is putting a jacket on them. - Claps and sways when a familiar adult sings their favorite song.	- Shows a drawing to their grandfather at the end of the day and communicates with him about the drawing. - Communicates to a familiar adult, "Quieres té?" ["Do you want tea?" in Spanish] during a pretend tea party. - Works on a simple puzzle with a familiar adult, taking turns to fit the pieces.	- Gives their grandfather a flower they picked from the school's pick-your-own garden, and the grandfather responds, "Oh, you remembered my favorite!" - Speaks Mandarin to their grandfather and English to their grandmother, because their grandfather prefers Mandarin, and their grandmother prefers English. - Gives a familiar adult a drawing and communicates that they used the adult's favorite colors.	- Communicates they would like to draw a picture of fishing with their "lolo" ["grandfather," in Tagalog] when an adult explains they have to wait together for "lolo" to arrive and gestures for them to sit at a table together. - Shares with an adult that, "我最鍾意撚滑梯, 但是佢太熱啦" ["The slide is my favorite, but it gets too hot," in Cantonese] and continues, "What do you want to play?" The adult suggests the swings, and they go together. - Asks to play a texture guessing game with a familiar adult. Picks one of the boxes the adult offers and says, "You can pick next."

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



SED 4: Relationships and Interactions with Peers

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Shows awareness of other people, including children	Shows interest in nearby children	Indicates interest in being near peers and orients own activity to a peer’s activity	Engages with peers in brief back-and-forth of objects, actions, or words	Plays together with various peers for brief amounts of time, when initiated or supported by an adult	Initiates or joins cooperative play with peers or preferred peers	Maintains cooperative play with peers or preferred peers for extended amounts of time
Possible Examples • Begins to cry when another child cries nearby. • Gazes at another child nearby. • Turns toward the sound of another child laughing.	• Smiles at another child. • Moves excitedly when another child comes near. • Reaches toward a nearby child who is holding a toy.	• Explores a toy alongside another child who is exploring a similar toy. • Selects a truck when other children nearby are playing with trucks. • Watches children playing at the water table, then joins them at the table by reaching for a toy.	• Scoops sand into a bucket with a peer, continuing back and forth a few times. • Splashes excitedly with a peer at the water table, continuing back and forth briefly. • Responds to a peer’s communication of “Go, go!” by communicating “Go, go!” in return as they each roll toy cars across the floor.	• Digs in sand with one peer, then scoops sand into a toy truck with another peer when an adult points out what the peer is doing. • Takes a few turns trying on aprons with a peer in the dramatic play area, with encouragement from an adult. • Plays chase briefly outside with two peers, after an adult starts the game.	• Invites peers to play with dump trucks in the sandbox with them. • Offers to a peer a piece of the train track they are building, and the two take turns connecting the track pieces. • Accepts a peer’s hand when offered and dances in a circle to the music.	• Laughs with a peer while they pass each other buckets filled with sand to build a sandcastle. They build together for the full outdoor time. • Adds toy animals to a pretend barn they have been building with a peer and, at clean-up time, asks to save it so they can play with it tomorrow. • Returns to the art table the next day with the same peer to finish decorating their class banner with paint, glitter, and glued-on shapes.

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



Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Calms in response to care from a familiar adult	Orients to a familiar adult when distressed and responds when comforted by them	Shows preference for certain familiar adults for comfort and care	Comforts self or seeks comfort from familiar adults	Seeks out familiar adults for support when experiencing an emotion	Recognizes basic emotions (e.g., happy, mad) in self	Makes connections for reasons behind basic emotions, sometimes with adult support
Possible Examples - Stops crying when picked up by a familiar adult. - Relaxes in a familiar adult’s arms when being held. - Quiets to the voice of a familiar adult.	- Cries and turns toward a familiar adult when startled by a sudden loud sound, then stops crying when the adult murmurs and pats them gently. - Nuzzles face into a familiar adult’s shoulder after crying during a diaper change. - Looks toward a familiar adult when startled and relaxes when picked up.	- Moves toward a preferred familiar adult, not an unfamiliar adult, when startled by a sudden loud sound. - Moves toward a preferred familiar caregiver when another adult enters the room. - Calms when a familiar adult moves to sit closer on the floor.	- Puts hands over ears when startled by a sudden loud sound, then communicates, “Hold me,” to a familiar adult. - Climbs into a familiar adult’s lap and communicates, “Mine, mine.” - Rocks back and forth and hums to self after dropping a basket of toys.	- Goes to a familiar adult and communicates, “What was that?” when startled by a sudden loud sound. - Communicates, “Tôi muốn ngồi ở đây” [“I want to sit here,” in Vietnamese] to a familiar adult when upset that there are no empty chairs near a peer. - Hugs a familiar adult with relief after the adult helps them find their misplaced doll.	- Identifies which faces are happy, sad, or scared when looking at a picture book about emotions with a familiar adult. - Points to the “sad” face on a communication board, then gestures to a broken toy. - Jumps up and communicates, “Estoy muy feliz!” [“I’m so happy,” in Spanish], after adult communicates it’s time to go outside.	- Communicates that they felt scared because they did not know where it came from, when an adult notices them looking around after a sudden loud sound. - Responds “yes” using a communication board when an adult asks, “Are you sad because you wanted to play?” after responding “no” to other reasons the adult offered. - Communicates, “هدب و لی ب نم هب” [“Give me the shovel,” in Farsi]. “I’m frustrated when you don’t share.”

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



FLD 1: Understanding Language (Receptive)

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to sounds or sights nearby in the environment	Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces	Shows understanding that communication with gestures, words, or signs carries meaning	Shows understanding of a variety of single words in their environment	Shows understanding of frequently used simple phrases or sentences, in the present	Shows understanding of phrases or sentences, including those referring to the past or future	Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities)	Shows understanding of language, which refers to abstract concepts, including imaginary events
Possible Examples - Startles at a loud sound. - Turns toward the soft touch of an adult. - Looks at an adult communicating in sign language.	- Turns head in the direction of a loud noise. - Pays attention when an adult communicates using infant-directed speech or signing. - Looks at the face or hands of an adult communicating in sign language.	- Waves after an adult communicates, "Bye-bye," as the adult gets into their vehicle to drive to work. - Bounces or waves arms to indicate interest in something expressed by an adult. - Turns head to follow a pointed finger or when their name is spoken.	- Points to pictures of a car and a plane, as an adult communicates the name of each thing, while looking at a book together. - Pushes ball toward an adult after the adult holds out their hands and asks for "la pelota" ["ball," in Spanish]. - Looks to the climber after an adult refers to the climber.	- Gets their jacket after an adult communicates, "It's time to go outside and play with the toy trucks. Let's get our jackets." - Moves to the sink after an adult communicates, "Time to wash hands." - Nods "yes" and communicates, "Con thích phô mai" ["I like cheese," in Vietnamese], to an adult who communicates, "Would you like more cheese?"	- Gets the toy truck they were playing with when an adult communicates, "Where's the toy you played with this morning?" - Nods, smiles, and gestures to self when an adult communicates, "Who would like to share in circle time tomorrow?" - Shows an adult their new toy after the adult asks, "What did you get for your birthday?"	- Passes a peer a small red toy truck when the peer communicates, "I want to play with the small red truck." - Selects the furniture from the toy box after a peer communicates, "You go get the furniture for the house. We need a 凳, a 台, and a bed" ["chair" and "table" in Cantonese]. - Points to the picture of a bird's nest after an adult asks, "Where does the bird live?" while sharing a book about animals building their homes.	- Pretends to drive a truck and pull a horn when an adult asks the child if they can show them what a truck driver does. - Nods "yes" and begins painting on their tablet after an adult asks, "Are you an artist?" - Hugs a peer when an adult asks how they show they love someone.

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



Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Makes sounds or moves hands spontaneously	Makes sounds, gestures, or facial expressions with intention	Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate	Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate	Combines two words, signs, a word and a sign, or symbols to communicate simple ideas	Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate	Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs)	Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols
Possible Examples • Coos while being held. • Cries as an expression of discomfort. • Turns head in response to adult waving hands.	• Coos and babbles “babababa” vocally. • Cries in different ways for different needs, such as hunger, tiredness, or discomfort. • Smiles when a familiar adult makes eye contact.	• Babbles “ga-ga-ga-de-ga-go” while gesturing toward the adult. • Asks for food when hungry, by using a special word, sign, sound, symbol, or gesture. • Babbles manually with varied handshapes, locations, and movements.	• Uses the word “milk” to ask for milk and then later uses the word “leche” to ask for milk in Spanish. • Communicates, “mama,” “dada,” “baba,” or similar word or sign approximations. • Gestures “no,” “more,” “want,” “up,” “yes,” or “bye.”	• Communicates, “More milk,” to ask for milk. • Communicates, “What that?” when pointing to an unfamiliar object. • Grabs their bunny and communicates, “My bunny.” • Signs GO and points to the door to communicate they want to go outside.	• Communicates, “My milk all done!” after finishing a cup of milk. • Communicates, “A mí me toca” [“It’s my turn,” in Spanish], when an adult brings a pet rabbit for a visit. • Presses the button on a pre-programmed voice output device to indicate that they want something to eat.	• Communicates, “This milk is cold!” • Communicates, “Malaking malaki ang aso namin” [“Our dog is huge,” in Tagalog]. • Uses AAC symbols to communicate, “That story is funny,” after a story is shared with them.	• Communicates, “My tummy is full ‘cause I drank so much milk.” • Communicates, “¡La corona es de mí porque yo soy el rey!” [“The crown is mine because I’m the king!” in Spanish], during dramatic play. • Signs the verb “GIVE” with the appropriate directional movement to indicate verb agreement.

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



FLD 3: Shared Communication and Conversation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to others	Pays attention when an adult communicates to them	Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze	Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions	Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication	Engages in brief conversations on topic for several turns, sharing opinions and thoughts	Engages in conversations, building on the other person’s ideas	Adjusts responses to meet the needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed
Possible Examples							
- Looks in the direction of an adult’s movement or the voice of an adult preparing a bottle. - Quiets in response to a familiar adult’s voice or signing hands. - Looks toward movement nearby.	- Smiles at a familiar adult who approaches and asks if they are ready for a bottle. - Watches an adult’s hands as they sign. - Makes sounds or hand movements when a familiar adult stops talking or signing.	- Communicates “Ba-ba” and reaches toward the bottle after an adult asks, “Are you ready for your bottle?” - Reaches toward a baby doll, looks at the adult, and communicates, “Bebebe.” - Tries to sign “more,” after the adult signs “more.”	- Communicates, “No,” after an adult asks, “Would you like more soup?” - Brings a ball to an adult, and then nods “yes” and responds, “Ball,” after the adult asks, “Do you want me to play ball with you?” - Rubs eyes and responds, “Night-night,” after a familiar adult asks, “Are you tired?”	- Communicates that they want more noodles to an adult during lunch. When the adult notices, “You really like noodles!” child responds, “I like noodles!” - Makes eye contact with an adult while holding a stuffed bear. When the adult asks, “Whose teddy bear is that?” communicates, “My bear.” - Communicates, “That’s a monkey,” while reading a story with an adult.	- Communicates, “This is my milk,” holding their cup while eating lunch with a peer. When the peer says, “This is my milk,” and picks up their own cup, child responds, “We both are drinking milk.” - Communicates, “我是寶寶” [“I’m the baby,” in Chinese], after a peer communicates, “I’m the mommy,” while playing house. - Communicates, “Play with me?” to a peer, and when the peer suggests playing with blocks, adds, “OK, let’s build a house.”	- Communicates to a peer while playing in the sandbox, “Are you hungry?” The peer responds, “Yes, I want dessert!” Then the first child replies, “OK, I’m going to make you a cake!” - Responds to an adult’s comments about animals that live in the zoo, “Fui al zoológico” [“I went to the zoo,” in Spanish]. When an adult replies, “There are lots of animals in the zoo,” child says, “Los caimanes son los animales que más me gustan” [“I like the alligators best,” in Spanish], and continues to converse about other animals at the zoo. - Has a brief conversation with a peer while looking at a caterpillar together. Comments, “That is really hairy.” When the peer responds, “Yeah, they have lots of legs,” the child continues, “Let’s count all the legs!”	- Communicates to a peer while playing in the sandbox, “I made a birthday cake,” and shows the peer a mound of sand on a plate with a stick in it. When the peer looks confused and communicates, “But it’s not my birthday!” the child clarifies, “I know. It’s just pretend.” - Communicates to a peer, “Mi familia [“My family,” in Spanish] goes to the park on Sundays.” When the peer asks, “Every Sunday?” the child responds, “Sí, pero a veces [“Yes, but sometimes,” in Spanish] we go to the park with la piscina [“swimming pool,” in Spanish] and sometimes the park with the big playground.” When the peer communicates, “Mi abuela [“My grandmother,” in Spanish] takes me to the park too,” the child responds, “¿Cual parque?” [“Which park?” in Spanish]. - Shares with a peer their idea to play on the slide next, and, when the peer asks, “Why?” the child continues, “Because there are not a lot of kids there right now, so we can play.”

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



COG 1: Imitation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to facial expressions or vocalizations	Tries to imitate single simple actions or sounds when interacting with others	Repeats others’ familiar actions, gestures, or words immediately after they occur	Repeats others’ familiar actions, gestures, or words experienced at an earlier time	Repeats multiple step actions, gestures, words, or phrases experienced at an earlier time	There are no later levels for this measure.	
Possible Examples • Watches a familiar adult’s face intently as the adult speaks to them. • Quiets at the sound of an adult’s soothing voice. • Orients toward an adult when the adult gestures they are going to pick them up.	• Makes a sound like, “Mmmmm,” after an adult makes the “Mmmmm” sound. • Touches the bottle or the adult’s hand that is holding the bottle during feeding. • Smiles when an older child smiles and greets them.	• Vocalizes and then opens and shuts hands as an adult leads “Open, Shut Them” finger play. • Communicates, “Bye-bye” and waves, after an adult communicates, “Bye-bye” and waves. • Tries to make hand shapes after familiar adult signs that it is time to eat.	• Holds a block to ear and says, “Hello,” as if it were a phone. • Wraps a teddy bear in a blanket and communicates, “Night-night.” • Places doll in the seat of a toy shopping cart and wheels it around the room, placing objects in the cart.	• Pretends to read a favorite book, saying some of the words they have heard the adult read to them and mimicking the adult’s tone, expressions, and cadence. • Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon. • Dresses up with work shoes and clothes, picks up a bag, and communicates, “Bye! I am going to work!”		

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



MATH 1: Spatial Thinking

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds physically to experiences in their immediate environment	Explores, responds to, and acts on objects, people, or own body movements through space	Explores the relationship between self and objects or people in space	Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space	Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together	Demonstrates understanding of objects in relation to each other or their own body	Demonstrates understanding of objects in relation to multiple spatial cues
Possible Examples - Tracks with eye gaze briefly as an adult moves a toy animal across their view. - Turns head when face is touched. - Stretches after being placed on their back on a blanket.	- Holds a toy animal, looks at it, and mouths it. - Lifts arms toward an adult as the adult reaches down to pick up the child. - Rolls from back to belly and begins to explore the textures of the blanket they are lying on.	- Reaches arm into a toy barn and pulls out toy farm animals. - Tries to squeeze body between a chair and the legs of a table to get a toy. - Fills a small tub with toys until no more toys fit.	- Turns a farm animal to fit it into the barn after it got caught on the door on the first try. - Changes directions to move around several obstacles while pushing a toy shopping cart, sometimes getting stuck. - Puts their arm inside a paper roll, then takes it out and tries to fit the roll on their foot and then moves it back to their arm when putting it on their foot does not work.	- Places toy figures into the appropriate slot inside a tractor. - Moves the pillows of the play couch to make room for another doll and teddy bear. - Attempts to roll a ball down a small tube and, when the ball does not fit, tries a larger tube and rolls the ball into it.	- Communicates that the farm animals sleep inside the barn. - Shakes head to communicate no when an adult asks, "Could you fit in there too?" after a peer crawls into a small play tunnel. - Reaches behind themselves and touches a toy, then communicates, "The truck is behind me."	- Attaches the trailer behind the tractor and pulls it along, weaving it between different objects as it "drives." - Squeezes between two shelves and communicates, "I am in the middle!" - Finds a teddy bear sitting on top of a bookshelf after an adult asks during a scavenger hunt to find something in the classroom that is on top of something else.

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



MATH 2: Classification

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them	Sorts objects into two groups based on one attribute, but not always accurately	Sorts objects accurately into more than two groups based on one attribute	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection based on a different attribute
Possible Examples - Looks intently at a stuffed animal that has been placed nearby. - Quiets in response to an adult's voice. - Closes hand around an adult's finger.	- Smiles when a familiar adult holds up a stuffed toy animal and wiggles it and looks away when an unfamiliar adult tries the same thing. - Reaches for their own special blanket or toy from home amidst other objects or toys to choose from. - Smiles when a familiar adult approaches, quiets when unfamiliar adult approaches.	- Reaches for stuffed toy animal when familiar adult approaches. The same toy animal was used in earlier play with this adult. - Tries to fit shapes into a shape sorter with some success. - Looks at another child when the child's parent walks into the room.	- Picks out some toy animals from a basket with different types of toys. - Takes out all the "firefighter" costume pieces from the costume bin in the dramatic play area. - Puts all the balls back in the same basket during clean-up time and leaves the other toys out.	- Makes a pile of mostly bigger toy dinosaurs next to a pile of mostly smaller toy dinosaurs. - Begins to make an AB pattern by sorting cars and trains into separate piles and puts some of the trains in the pile with the cars. - Sorts rocks into two piles, big and small, after a neighborhood walk.	- Creates piles of toy dinosaurs, putting all the brown dinosaurs in one pile, the green ones in another pile, and the orange ones in another pile. - Puts crayons, pencils, and markers into different containers during clean-up time. - Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	- Creates piles of toy dinosaurs, putting all the brown dinosaurs in one pile, the green ones in another pile, and the orange ones in another pile. Puts them all back in the bucket, then dumps them out again and makes one pile of small dinosaurs and another pile of large dinosaurs. - Makes an ABB pattern with short sticks and long sticks by sorting the "A" part of the pattern (short sticks), and then the "B" part of the pattern (long sticks); then re-sorts and patterns by gray sticks and brown sticks. - Sorts buttons by color, and then re-sorts all of them again by size.

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



MATH 3: Number and Counting

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Notifies people or objects nearby in the environment	Explores one object at a time	Attends to quantity in different situations	Uses number words, signs, or gestures to communicate about small quantities	Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality	Demonstrates two of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality	Demonstrates all three of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality
Possible Examples - Shifts their gaze between two people who are close to them. - Calms in response to a familiar adult’s touch. - Turns toward a familiar adult’s voice.	- Reaches for one object, then releases it when reaching for another object. - Grasps a teething ring and brings it to their mouth, chews on it, bangs it on the blanket, and chews on it again. - Holds a soft toy turtle and pokes a finger into the eyes and nostrils of the turtle’s face.	- Opens a counting board book and touches the objects on the page. - Pays attention when an adult counts out one, two, three pieces of banana for snack. - Pulls several cars out of a basket, one by one, and places them on the carpet.	- Counts, “One, three, two” while pointing to each cone, counting some cones more than once. - Holds up two fingers when asked, “How old are you?” (may not be the correct number of fingers). - Claps once per number while chanting “One, Two, Three, Four, Who’s knocking at the door?”	(1) Counts, “One, two, three, four, five, six, seven.” (1) Counts out loud, “¡Uno, dos, tres, cuatro, cinco, seis, ocho, nueve, diez!” [counts to 10 in Spanish, skipping seven]. (2) Counts four sides of a rectangle by putting one finger on one side, then the next side, and so on. (2) Moves a bunny four spaces along a number line when asked to make the bunny hop four times. (3) Counts by signing, “One, two, three . . . three!” when asked how many sides a triangle has. (3) Communicates, “Three” using a voice output device, when adult counts three flowers and then asks how many there are.	(1) Points to the correct numbers in a number line as adult counts out loud to 15. (1) Counts out loud, “一, 二, 三, 四, 五,” [“One, two, three, four, five,” in Chinese]. (2) Counts each object in their ABC pattern while pointing, “One, two, three . . . one, two, three” so the ones are repeating, and then the twos, and then the threes. (2) Matches number cards from communication book to objects. (3) Counts the sides of a rectangle in their head and holds up four fingers when an adult asks how many sides a rectangle has. (3) Uses voice output device to answer “Four,” after adult counts “One, two, three, four,” children and asks how many children are at the table.	(1) Counts “One, two, three, four, five, six, seven, eight, nine, 10, 11,” when asked to count how many ducks there were in the storybook. (1) Counts up to 20 as they walk along the fence around the play yard. (2) Counts acorns by communicating a different number word as they touch each acorn, one by one. (2) Places toy plastic eggs in an egg carton, counting each as they put them in. (3) Counts 15 peers and communicates, “labíng-limá,” [“15,” in Tagalog] when asked how many peers are in the class today. (3) Rings each of six bells, putting each bell down before ringing another, and communicates, “Six,” after ringing the last bell.

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



SCI 1: Cause and Effect

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds or shows anticipatory excitement to people, objects, or actions	Repeats the same action with the same objects or people that produced an effect	Repeats the same action with different objects or people	Explores possible causes of actions or events	Acts on objects based on their features	Shows anticipation of effects of actions or events	Offers possible explanations for why certain actions or behaviors result in specific effects
Possible Examples • Widens eyes or opens mouth when a bottle or nipple is presented. • Quiets in response to an adult’s voice. • Orients toward the sound of a musical toy nearby.	• Moves hands in the water coming from the faucet, while their hands are being washed. • Kicks repeatedly at a dangling toy, making it move. • Vocalizes, gains a familiar adult’s attention, and vocalizes again.	• Claps hands together when they are wet, then pats their wet hands on a surface. • Moves an adult’s hand to cover the adult’s eyes to continue a game of peek-a-boo, then covers their own eyes with their hands. • Bangs the top of a new toy to get it to open the same way another, more familiar toy opens.	• Spins a water wheel with their hand after watching a peer pour water into it to make it spin. • Looks up in the sky and points when hearing a plane flying overhead. • Pushes on different parts of a toy to try to make music turn on again.	• Uses a cup to pour water into a water wheel to make it spin at the water table. • Pulls, or gestures for an adult to pull, a tab in an interactive book. • Presses down on the hand soap dispenser to put soap in their hands.	• Uses two cups to pour water into the water wheel to make it spin longer. • Goes to put on their boots after observing it is raining outside. • Gets rocks to hold paper down during an outdoor art activity on a windy day.	• Communicates that the water wheel won’t spin because the water table doesn’t have enough water left. • Communicates, “El hielo se está derritiendo,” [“The ice is melting,” in Spanish] “and it’s water now because the sun is hot.” • Points to wilted leaves on a plant and gestures to fill up the watering can. Communicates that the plant needs water.

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



SCI 2: Inquiry Through Observation and Investigation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to people, things, or sounds	Shows interest in people or things in the environment	Attends to responses of objects or people that result from own actions	Engages in simple, purposeful explorations of familiar objects in the environment	Engages in extended explorations of objects and events in the environment	Makes simple predictions about objects and events of interest in the environment	Carries out an exploration or investigation to check predictions and test out solutions
Possible Examples - Orients toward a person who comes into view or begins talking. - Notices and gazes at their own hand. - Calms when an adult caresses the child's face.	- Mouths a squishy block, shakes it, and then mouths it again. - Watches the movements of another child nearby. - Places hands on top of an adult's hands when the adult is exploring a new texture or setting.	- Grasps a basket with a few blocks in it, turns the basket over, dumps out the blocks, and then scatters the blocks around with their hands. - Makes a sound and smiles when an adult turns toward them and makes the sound again. - Activates a musical toy, then repeats the action to make the sound again.	- Stacks a few blocks on top of each other and then knocks them down. - Tries using a ladle to scoop water from the water table into a bucket and then tries using a cup. - Uses hands to explore a "sensory" bag filled with gel and pompoms.	- Stacks blocks to build a barn for toy farm animals and then uses long blocks to build a corral next to the barn. - Takes a variety of shells out of a bucket and separates the bumpy ones from the smooth ones. - Drops objects made of wood, metal, or cotton into a metal bowl to see what kind of sound they make.	- Stacks several blocks one on top of the other and communicates that they think their tower will be as tall as the table before it falls down. - Communicates, "I think if we add water, it will be pegajoso," ["sticky," in Spanish] when an adult suggests adding water to play dough. - Holds up the metal keys in response to the adult asking which object will be the loudest if dropped in the bucket. - Carries a full cup of water carefully from a bucket to the sand area, dumps the water out, moves quickly back to the bucket, then carefully carries a full cup to the sand area again.	- Communicates that they think a block is heavier than a feather and holds a block in one hand and a feather in the other hand, to see which one feels heavier. - Predicts the temperature will be higher today because the sun is out, then volunteers to check the thermometer. - Holds up the tennis ball when asked which ball they think will roll down faster, then proceeds to test out the different balls by rolling the tennis ball, golf ball, and table tennis ball down a ramp.

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



PD 1: Perceptual-Motor Skills and Movement Concepts

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment	Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task	Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment	Adjusts, with adult support, various aspects of movement (e.g., spatial, directional) in relation to people and objects in familiar spaces	Adjusts, on own, aspects of movement in relation to people and objects in familiar spaces
Possible Examples - Responds to being touched on the cheek by turning toward the touch. - Closes eyes in response to a bright light being turned on. - Quiets in response to an adult singing.	- Stretches body while lying on their back on a blanket, rolls to the side and reaches toward an object. - Turns toward the sound of toy keys rattling, then reaches out to grasp the keys. - Gazes at, then reaches toward, glasses on an adult’s face.	- Crawls up a ramp to a platform, then sits on the platform. - Dabs fingers in water before placing their whole hand in the water. - Sits on an adult’s lap when the adult begins to sing. Then turns their body and leans back to reach toward the adult’s face, while maintaining balance.	- Pauses when using an assistive mobility device and drops to sit and scoot down a small slope. - Turns body to squeeze between a shelf and chair to retrieve a toy that fell on the floor. - Reaches arms up to the adult to be picked up. When picked up, wraps their legs and arms around the adult to “hold on.”	- Takes slower, shorter steps to walk down a ramp or hill, and longer, faster steps to go up. - Uses arms to push a container of wooden blocks that does not move, then leans body forward to push harder. - Bends down to crawl into a tunnel and then stands or sits back up.	- Moves back from the child in front of them when they are playing Follow the Leader up a hill, after an adult communicates, “Make sure you have enough room without bumping into anyone.” - Moves around under the climbing structure without bumping into the slide or poles supporting the structure. - Maintains distance with other children when following an adult marching but may need prompting to use additional sensory systems or supports.	- Slows pace while walking down a hill to leave room for the child in front of them. - Navigates around obstacles in the classroom using additional sensory information or supports without being prompted. - Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.

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

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



PD 2: Gross Locomotor Movement Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Turns head, and moves arms and legs, moving in response to touch, sound, or movement nearby	Holds head and torso upright against gravity	Coordinates movements of whole body to move into and out of positions, crawl, or scoot on bottom	Coordinates movements of whole body while upright, using support, to move from one place to another	Coordinates movement of whole body while upright to move from one place to another	Coordinates movement of the whole body to move off the ground momentarily	Shifts from one repeated locomotor movement to another locomotor movement	Combines two or more locomotor movements that involve transitions, with some success
Possible Examples • Kicks their legs up and down after being placed on a blanket on their back. • Responds to a sudden loud noise by extending their arms and legs and then pulling them back in. • Turns their head toward a source of light or sound.		• Moves from lying down to a sitting position, then moves onto their hands and knees and begins to crawl forward. • Scoots toward a familiar adult. • Crawls to a low shelf, then kneels while playing.	• Takes steps sideways or forward while holding onto furniture. • Stands up with support of a therapeutic walker. • Walks forward steadily while pushing a cube chair.	• Stands up from squatting after picking up a toy, takes a few steps, and squats again to play with the toy. • Walks, using a therapeutic walker, toward a table to play with play dough. • Walks through the door to the outside play yard, which has a small step down.	• Crouches down and jumps up, with both feet briefly leaving the ground. • Bounces on a trampoline holding onto a bar; their feet may or may not leave the surface. • Runs in short bursts across the playground.	• Walks up a few stairs, then turns and walks back down the stairs. • Moves along a low balance beam stepping sideways, then hops down and runs back to the other end to start over. • Navigates changes in surface and direction, using a therapeutic walker.	• Crouches down and then jumps forward, then takes a few steps and jumps again. • Moves quickly from sitting to standing to running to play games such as Duck, Duck, Goose or Musical Chairs using hand-holding assistance. • Climbs up the ladder using the rails on either side, and then sits down to go down the slide.

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

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



PD 3: Gross Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Orients to nearby objects	Uses arms, legs, or body to move toward, reach for, or mouth objects or people	Uses arms, legs, or body to engage in simple, repeated actions on objects and Manipulates objects differently based on their properties	Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing	Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability	Manipulates objects using arms, legs, or body, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy	Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
Possible Examples							
• Turns their head toward a ball that is swinging from a mobile nearby. • Stills movement of their arms and legs while attending to a toy. • Waves their arm toward a bottle when it is brought close to them.	• Rolls onto their side and reaches toward a ball while lying on a blanket. • Grasps a teething ring, brings it to their mouth, and bites down on it. • Pats the adult’s face while being held.	• Moves to a ball, pushes it away, then moves toward it and pushes it again. • Bangs a cup on a table, then pushes a plate back and forth. • Splashes their hands in water.	• Sits with their legs apart and traps a rolling ball with their arms. • Picks up and drops blocks while holding onto a low table. • Crawls toward a basket while holding onto a beanbag and then drops the beanbag inside the container.	• Catches a large ball while in a stationary position, spreading their arms wide to bring it in and trap it against their body. • Throws a beanbag forward from a standing position. • Approaches a stationary ball, stops, and pushes the ball with their foot, then steadies themselves.	• Swings their leg back to kick a stationary ball while standing in place using a walker. • Practices throwing a ball by bringing it behind their head, sometimes dropping it, but continuing the arm motion. • Carries and passes out carpet squares to peers at circle time, sometimes dropping them.	• Steps and kicks a stationary ball by stepping up to the ball and then kicking, pausing briefly between stepping and kicking. • Squats, picks up, and stacks large blocks. • Reaches up to get their bag from their cubby, pauses to regain balance, and then pulls down their bag.	• Runs up to a stationary ball, plants one foot next to it, and then swings the other leg to kick the ball with force. • Uses both hands to catch a beanbag tossed to one side of their body, while standing with a supportive device. • Strikes a ball off a cone, using a bat or racquet, with a horizontal swing.

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

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



PD 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle N/A	Later N/A
Moves arms and hands	Uses arms or hands to make contact with objects in the environment	Grasps objects with hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body	Acts on objects with both hands working together to coordinate different movements	Manipulates objects with accuracy and coordination
Possible Examples - Makes small movements of arms and hands near the sides of body. - Brings fist to mouth. - Curls fingers around an adult's finger.	- Reaches toward a toy and bats it with their hand. - Pulls an object closer, using a raking motion. - Moves arms and hands toward an object.	- Uses fingers and palm to grasp a toy. - Holds a squishy squeaky toy with whole hand and squeezes it. - Holds a spoon with a full fist while being fed by an adult with another spoon.	- Pinches cereal pieces between finger and thumb. - Uses a thumb and fingers to grasp the handle of a toy, which has been adapted with foam. - Picks up a stacking ring using a thumb and fingers.	- Grasps and turns a doorknob but may not have the strength or coordination to open the door. - Scribbles back and forth on the pavement with sidewalk chalk, using one hand and an adaptive holder or handle on the chalk. - Pushes pegs into play dough using both hands.	- Tears a piece of paper with one hand while holding the paper still with the other. - Presses pegs into a pegboard stabilized with a non-slip mat, placing one hand on the board and using the other to pick up and press in the pegs. - Scoops sand into a container with one hand while holding the container with other hand.	- Holds a piece of paper with one hand, and with the other hand snips into the edges of the paper using safety scissors. Then rotates the paper to continue snipping into the other edges. - Pulls apart two connecting blocks, and then lines them up to connect them back together. - Pushes a cord or pipe cleaner through a large bead using one hand, while threading the bead onto the cord with the other hand.	- Uses adaptive scissors to cut a piece of paper into multiple pieces. - Peels a sticker off a page by holding onto the paper with one hand and pulling off the sticker with the other. - Uses tongs to pick up different-colored pom-poms and place them in a bowl.

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



HLTH 1: Safety

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle N/A	Later N/A
Reacts to unpleasant events (e.g., sounds, touch)	Responds to situations that feel unsafe	Seeks a familiar adult in situations that feel unsafe	Follows adults' guidance about basic safety practices	Follows basic safety practices in familiar situations with adult supervision	Follows basic safety practices, on own, in familiar situations, with occasional adult reminders	Anticipates the need to follow basic safety practices in various situations
Possible Examples - Startles in response to a loud sound. - Closes their eyes in response to a bright light. - Cries when touched by a cool washcloth.	- Makes a distressed sound and turns toward a familiar adult in response to a loud sound. - Clings to a familiar adult during a thunderstorm. - Cries when an unfamiliar adult approaches.	- Leans into the familiar adult who is holding them in their arms as they cross a busy street. - Turns away from an unfamiliar adult and moves toward a familiar adult. - Looks to a familiar adult for reassurance before moving carefully down a ramp.	- Accepts a familiar adult's hand and holds it before crossing the street. - Pets a rabbit softly when a familiar adult communicates, "Touch gently." - Stops walking after a familiar adult communicates, "Wait, the floor is wet and slippery there."	- Takes an adult's hand when approaching a crosswalk. - Pets a rabbit as an adult watches. - Tries to buckle their own seat belt as an adult buckles other children into a multi-child stroller.	- Reaches for an adult's hand and waits for the adult to say it is safe to cross the street. - Slows tricycle as a peer approaches. - Follows another child at a safe distance when climbing up the ladder to the slide, with an adult's reminder	- Communicates that they must look out for cars before crossing the street with an adult or walking in a parking lot. - Brings a helmet for an adult to put on the child's head before riding a bike in the yard. - Goes to wash their hands after an adult asks, "What do we need to do before eating a snack?"

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



Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ☐	Later ☐	Earlier ☐	Later ☐	Earlier ☐	Middle N/A	Later N/A
Responds in basic ways during personal care routines that involve hygiene	Responds in ways that demonstrate awareness of a hygiene routine	Anticipates one or two steps of a hygiene routine	Participates in own hygiene routines, with an adult	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them	Initiates and carries out most steps of familiar hygiene routines on own
Possible Examples - Looks at adult's face, or quiets, during a diaper change. - Closes eyes when face is washed. - Kicks legs during a diaper change.	- Attends to an adult's actions during diapering routine. - Grabs for the washcloth as an adult washes the child's face. - Shows excitement during bath time.	- Pulls at diaper or pants when diaper needs to be changed. - Puts hands under a faucet before an adult starts to turn on the water. - Turns head toward or away from a tissue when an adult tries to wipe the child's nose.	- Communicates to an adult the need for help with toileting or for a diaper change. - Rubs hands together under a faucet after an adult turns the water on. - Tries to blow nose into a tissue when helped by an adult. - Lines up at sink to wash hands before lunch time.	- Uses toilet (pulls down pants, sits, etc.), but may need an adult's assistance with wiping. - Gets a tissue and wipes their own nose, then throws the tissue away and washes their hands, when an adult shows them how. - Gets their own toothbrush and gives it to an adult after meals when asked.	- Uses the toilet on their own and flushes after adult reminder. - Washes and partially dries hands, and then dries them completely when suggested to do so by an adult. - Takes toothbrush after an adult puts toothpaste on it, begins to brush teeth, and needs to be reminded to brush teeth in the back of the mouth.	- Uses toilet on their own, sometimes forgetting to do one step, such as washing hands. - Washes hands before eating and usually remembers to use soap. - Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.

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



Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ☐	Later ☐	Earlier ☐	Later ☐	Earlier ☐	Middle N/A	Later N/A
Responds in basic ways during feeding	Engages in the process of being fed	Feeds self some food items using fingers or hands	Explores the use of tools when feeding self, sometimes with adult support	Feeds self different types of foods, some of which may involve the use of tools	N/A	Serves self or others by opening packages or scooping or pouring from containers
Possible Examples - Turns toward an adult's touch during feeding. - Sucks on the nipple of a bottle or breast. - Gazes at or nuzzles up to an adult when feeding.	- Closes lips around food on a spoon. - Puts one or both hands on a bottle or breast while being held during feeding. - Shows excitement as an adult approaches with a bottle or bowl.	- Uses their fingers to put small pieces of sweet potato in their mouth. - Holds and bites a banana. - Uses their whole hand to scoop rice and eat it.	- Uses a spoon to eat rice porridge from a bowl, with the adult sometimes assisting with scooping. - Drinks from a water bottle while an adult guides the water bottle. - Tries using a spoon to eat chopped fruit, sometimes dropping pieces, then picks up pieces of fruit with their fingers and eats them.	- Drinks water from a cup and asks for a refill. - Uses a modified utensil to feed self a meal when positioned functionally at a table with peers. - Tears a tortilla and uses it as a tool to scoop beans from a bowl.		- Serves self from a serving bowl, using a large spoon, while someone else holds the bowl. Then offers to fill a peer's bowl. - Refills their water bottle at a sink designated for drinking water, and spills some while putting the lid back on it. - Takes a package out of their lunch box, opens it, and begins to eat the food inside.

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



Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ☐	Later ☐	Earlier ☐	Later ☐	Earlier ☐	Middle N/A	Later N/A
Responds in basic ways during dressing	Responds in ways that demonstrate awareness of a dressing routine	Anticipates one or two steps of a dressing routine	Participates with adult in dressing self	Puts on clothing that is simple to manipulate, sometimes with adult assistance	N/A	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)
Possible Examples - Looks at the adult while being dressed. - Cries or fusses when a diaper is changed. - Blinks eyes as clothing is gently pulled over the head.	- Allows an adult to move the child's arms while removing the child's jacket. - Shifts body as an adult puts a clean diaper on the child. - Squirms to avoid having a shirt being pulled over the head while being dressed.	- Extends arms out when an adult approaches with a jacket. - Leans toward the adult while a shirt is being put on the child. - Sits down and extends feet for an adult to put shoes on the child.	- Pushes arms through the sleeves of a shirt held by an adult. - Lifts smock for an adult to pull it over the child's head. - Slips foot into a shoe while an adult holds it open. - Lifts one leg, then the other, while an adult guides the child's legs into pants.	- Puts on their own jacket as an adult holds it open or lays it out. - Puts legs through pant legs with adult assistance, and then pulls up pants on their own. - Puts feet into shoes on their own. - Pulls on loose-fitting socks on their own.		- Zips up their own jacket but needs adult assistance with starting the zipper. - Puts on their own socks and shoes, but needs shoes tied or tabs fastened. - Changes into T-shirt and sweatpants on their own after water play.

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

