

Early Adoption Version, 2025–2026

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P-3 DRDP (2025)

An Early Childhood Developmental Continuum

Preschool – Grade Three 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. - Uses 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?"			- 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.		

ATL 3

DRDP (2025): A Developmental Continuum

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 "kang-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

Descriptor

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.		

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

Child is Emerging to the Next Developmental Level

Not at the Earliest Developmental Level

Descriptor

Examples

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

MATH 5: Measurement continued

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 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

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 ○	Later ○
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.

Integrating and Extending in next table



- 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 ○
Manages distractions or challenges on own during group learning activities	Engages in complex adult-selected group learning activities with multiple components	Engages in, with adult support, structured learning and returns to complex adult-selected activities that span several time periods (e.g., morning to afternoon or one day to the next)	Engages in, on own, structured learning and returns to complex adult-selected activities that span several time periods	Engages in, with adult support, complex, structured learning activities while incorporating new information or adjusting approaches	Engages in, usually on own, complex, structured learning activities while incorporating new information or adjusting approaches, spanning several time periods
Possible Examples • Draws their favorite character from the read-aloud as part of a small-group activity, pauses when a peer comments on their picture, then continues to draw. • Arranges numbers in order during a math activity. Notices that they mixed up a few numbers and persists in fixing them. • Stops cutting out shapes and moves to another table when a peer distracts them.	• Follows along in the book while a peer reads aloud as part of a small-group activity where each child reads a page. • Works with peers on a neighborhood map activity that includes drawing roads and adding trees and buildings. • Folds paper to make a book in a book-making activity, dictates a story to the adult who writes the words on the pages, then draws pictures to go along with their story.	• Returns the next day to continue reading their book about beavers, after an adult asks, "What were you working on yesterday?" • Returns to finishing their journal entry that they were doing before lunch, after an adult reminds them to keep working on it. • Continues building an interconnecting block bridge for an engineering project that was started the day before, after an adult shows them the next steps.	• Returns the next day to continue their book report on beavers, without a reminder from an adult. • Continues reading, after lunch, the same book they were reading before recess. • Continues working on their diorama of the Egyptian pyramids that they were working on yesterday.	• Realizes while writing a story about a family of beavers that they do not know about where beavers live, after a reminder from the teacher that they can use books to support their story, finds a book about beaver lodges, and then returns to their writing. • Rebuilds a vehicle they built for a STEM project to make it roll more smoothly after an adult suggests watching a short video about building robotic vehicles. • Puts on their noise-canceling headphones and returns to their reading after an adult points out that the headphones could help with the noise in the classroom.	• Realizes while writing a story about a family of beavers that they do not know about where beavers live, so finds a book about beaver lodges and then returns to their writing. • Gets their sensory timer to help them relax and stay on task until the next transition after noticing they are having trouble focusing. • Communicates that they will keep working on a complex puzzle each day until they can solve it.



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 ○	Later ○
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.

Integrating and Extending
in next table



Mark the latest developmental level the child has mastered:

Integrating			Extending		
Earlier ☐	Middle ☐	Later ☐	Earlier ☐	Middle ☐	Later ☐
Tries out and builds on new ideas or approaches introduced by adults to extend explorations	Tests how things or materials react under different conditions by modifying actions or approaches	Seeks purposefully to understand new information by making connections to information they know well	Explores new topics or ideas by making comparisons between different approaches or conditions	Explores new topics or ideas by identifying multiple alternative outcomes or reasons, sometimes testing them out	Communicates about abstract ideas or asks open-ended questions without clear answers
Possible Examples - Plays on a drum and tries to copy a new rhythm demonstrated by an adult. - Examines images from informational books or a computer to learn about the habitats of different animals. - Records how much water was added to each plant following an adult’s suggestion to try adding different amounts of water to the potted plants on the windowsill.	- Experiments with drumming on different things like tables and floors. Notices how the sound changes and tries different ways to drum to see how it sounds. - Continues making a ramp steeper and steeper and running different toy cars down it each time to find out what happens. - Kicks a ball into a soccer goal repeatedly, placing the ball farther away and at different angles before each kick.	- Chooses a book about different kinds of percussion instruments and figures out which ones they have seen before and which ones they haven’t seen yet. - Asks whether sea turtles breathe underwater with gills like fish or if they hold their breath like whales, during a read-aloud book about sea creatures. - Gathers information from books and the internet to create an environment for the classroom butterflies.	- Listens to various percussion rhythms from around the world and identifies what makes some rhythms similar and others unique. - Communicates that it is cloudy and rainy today, but it was cloudy and not rainy yesterday, then asks why some clouds bring rain and some do not. - Folds paper airplanes in two different designs and then flies both planes to test how different designs affect the speed.	- Learns about how sound travels in waves in a science lesson by playing a drum in different areas and explores how percussion acoustics change in different situations. - Compares the available building tools to the common structures of different ancient civilizations and brainstorms how alternative tools may have led to different structures. - Builds ramps of varying heights and lengths, then tests ideas about how fast and how long objects will roll on the different ramps.	- Asks, “What would it be like if you could see sound waves?” - Draws a diagram on their tablet to suggest some ideas for how climate change may affect how plants will grow in the future. - Asks what the world would be like if certain historical events had not occurred (e.g., the Revolutionary War), and then brainstorms some possible outcomes.



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 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.		- 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.		- 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?"		- 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.

Integrating and Extending
in next table



- ☐ 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.	- 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 "cack-y" when trying to read the word "cake" for the first time. Realizes "cack-y" is not a word, tries the "long 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.	- Uses their fingers to figure out how many pieces of track they need to build their car ramp, then lines up the pieces of track and counts them. - Looks for another glue stick when they run out of glue. Finds there aren't any more glue sticks left and uses a combination of tape and string secure the pieces of the art project together. - Tries to sound out an unfamiliar word and checks the "word wall" for it before asking a familiar adult for help.	- 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.	- 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 got the same answer for both, and tries a different strategy of solving six and seven times two first and then adding six and seven.



ATL 4: Planning

Child develops increasing ability to set and carry out goals and plans related to learning activities

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier N/A	Later N/A	Earlier N/A	Later ○	Earlier ○	Middle ○	Later ○
		There are no earlier levels for this measure.	Participates in familiar routines and activities	Carries out the next two steps of familiar learning activities	Carries out the next one or two steps of new learning activities	Makes and carries out a one- or two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder)
Possible Examples			• Takes a walk outside with a familiar adult. • Goes to the sink to wash their hands before snack time. • Moves to sit next to an adult when invited to read a story.	• Gets their jacket and hat from their cubby in preparation for a walk outside. • Gathers toy food items and plates for a pretend meal with an adult. • Tries to make a sandcastle with an adult by filling a bucket with wet sand and then turning it over.	• Asks an adult for a bag to collect leaves on a walk outside as part of a new activity on seasons and fall colors. • Takes a peer’s hand and walks with them on a field trip to the library. • Watches as an adult models the steps for a new movement song and tries to follow along.	• Uses picture cards provided by an adult to illustrate gathering paper and glue for a collage using leaves. • Works on a puzzle by spreading out the pieces and looking at the picture on the box as a visual reminder, when suggested by an adult. • Uses a checklist provided by an adult to make sure they have the materials they need for a math game they are starting.

Integrating and Extending
in next table



- Child is emerging to the next developmental level.
- Child is not yet at the earliest developmental level on this measure.
- 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 ○
Makes and carries out a one- or two-step plan using familiar strategies for new learning activities, sometimes with adult support	Makes and carries out a multi-step plan for new learning activities on own or with peers	Extends a multi-step plan beyond the initial goal on own or with peers	Sets a short-term goal (i.e., within one to two days) and makes and carries out a multi-step plan on own or with peers to achieve it	Sets a longer-term goal (i.e., within a week) and makes and carries out a multi-step plan on own or with peers to achieve it, with adult support	Reviews and reflects on the success of plans to achieve goals
Possible Examples • Uses picture cards of flowers to create categories of flower shapes they just learned about, and then organizes their collection of flowers into the categories. • Gathers scissors and construction paper from where they are stored and puts them on the table before starting the new art project. • Reviews and then points to two items on a communication board to show an adult what they will need to start the new building project.	• Gets paper and crayons, organizes the flowers by the number of petals on each, draws a picture of each flower, and writes the number of petals underneath as part of a new unit on nature. • Works on a project with a peer to set up a new series of tests to move a block across a table using materials that can push and others that can pull the block. • Decides to play a board game with a peer during free time, chooses a game they haven't played before, sets up the game pieces, asks an adult to help them learn how to play, and starts the game.	• Adds to their project about the number of petals on different flowers by working with a peer to learn about how flowers are pollinated. • Uses differently shaped tiles to represent the outline of a boat provided by an adult, then uses more tiles to make fish underneath the boat. • Finishes writing "Feliz cumpleaños, abuelo" ["Happy birthday, Grandpa" in Spanish] in a card as part of a card-making activity. Then draws a picture of themselves with their abuelo on the front of the card.	• Decides to make a booklet about the leaves and flowers of several plants by folding and stapling pieces of paper together to form the booklet, gathering fallen leaves and flowers, and tracing or drawing them on individual pages of the booklet. Returns to work on the booklet the next day with colored pencils, writes the name of the plant on each page, and colors in the drawings of the leaves and flowers. • Invites peers to play a new math game and explains to them the object of the game, the rules, how to get started, and how to finish the game. • Makes a friendship bracelet for a peer by choosing colors of thread, getting a clipboard to hold the thread, cutting the thread, and braiding the thread.	• Decides to see whether flowers are changed by the color of the water they are in by placing white flowers in different vases, mixing red and blue food coloring into different containers of water with help from an adult, watering the flowers each day for three days, and then returning on the fourth day to draw colored pictures of the flowers. • Works toward their goal of completing their weekly reading assignment by making a plan to read a chapter today, a chapter tomorrow, and then completing their summary log the next day, after being reminded by a familiar adult when the summary log is due. • Works toward their goal of completing a project on birds by making a plan to do research on their bird tomorrow, write up the report the next day, and draw the illustrations the following day.	• Looks over their report on how flowers are changed by the color of the water they are in and communicates to an adult that they wish they had tried yellow food coloring as well. • Compares how many chapters they have read of their book to their plan for reading two chapters a day to see if they are on track to finish their reading assignment on time. • Crosses items off their task list as they check to see whether they have completed each step of their plan to create a short storybook.



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 ○	Later ○
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.

Mark the latest developmental level the child has mastered:

Integrating			Extending		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Compares own preferences, feelings, or cultural practices to those of others	Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., “I’m shy at school”)	Identifies strengths and weaknesses by comparing self with others	Demonstrates one of the following: (1) Identifies what they know and don’t know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect	Demonstrates two of the following: (1) Identifies what they know and don’t know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect	Demonstrates all three of the following: (1) Identifies what they know and don’t know and seeks help when needed (2) Describes self, based on subtle or abstract (i.e., not superficial) characteristics that are consistent across various situations or contexts (3) Describes, with detail, different ways their identities connect
Possible Examples - Communicates that some boys don’t like having long hair, but they do. - Communicates, “我喜歡游泳, 但是我姐姐不喜歡,” [“I love to swim, but my sister doesn’t,” in Chinese]. - Responds to seeing a peer playing with a toy train by selecting the “train” icon on their AAC device, smiling, and sitting nearby with their own toy train.	- Communicates that they are good at being patient when their dad fixes their hair in the morning. - Uses a communication board to communicate, “friend” and gestures to themselves, after hugging a peer who is sad. - Communicates, “I am really good at playing video games at home.”	- Communicates that they are good at being patient while their hair is braided, but their sister isn’t because she moves a lot. - Shakes head “no” and points to a peer when an adult asks, “Do you know how to use this tool?” - Communicates, “I speak Spanish well, but Lee is still learning,” and gestures to a peer.	(1) Communicates that they already know how to do braids, but they may need help tying the ends. (2) Draws a picture detailing how they are responsible, and includes in the picture them cleaning their room, helping their mom, and packing their homework in their backpack. (3) Communicates, “My skin is the same color as my dad’s, I have freckles like my mom, and I play the piano like my uncle.”	(1) Communicates that they can speak Cantonese but sometimes need help writing the characters. (2) Communicates that they are creative with how they wear their hair, sometimes in braids, sometimes curly, sometimes in ponytails, but always creative! (3) Draws a picture of their different identities in overlapping circles, gesturing to one part of the picture with a Vietnamese flag and another with an American flag to indicate their cultural background, and some of their likes from each culture, with a drawing of a pizza and a drawing of Phở.	(1) Requests more information about trains so they can add details to the story they are writing. (2) Communicates that they get uncomfortable around new people. (3) Communicates that their hair is dark and very straight, just like their mom’s, which is part of their Asian heritage, and they like to wear colorful ribbons in their hair because it reminds them of their grandma, with whom they like to do art projects.



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 ○	Later ○
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.

Integrating and Extending
in next table



- 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 ○
Acknowledges that the thoughts or feelings of others can be different from child's own	Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel	Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement	Demonstrates one of the following: (1) Anticipates others' wants or needs based on their individual characteristics, consistent preferences, or past experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another	Demonstrates two of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another	Demonstrates all three of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another
Possible Examples - Communicates, "Loud noises don't bother me, but my friend wears headphones because they like it quiet." - Communicates, "I'm not scared when I go to the barbershop, but Miles was nervous because it was his first time." - Sits near a quiet peer in the reading corner to read their favorite train book, when the adult suggests they read together, and notices the peer is looking at a book about ships.	- Communicates that it seems like there is too much noise for a peer when they notice the peer holding their hands over their ears. - Notices a peer put their head down on the table, and uses their communication board to ask, "Friend tired?" - Notices a peer watching them play a game and communicates, "Creo que quiere jugar con nosotros" ["I think he wants to play with us," in Spanish]."	- Offers to bring a peer their headphones when they notice the peer with their hands over their ears and looking upset. - Cheers for a peer who makes it across the monkey bars, after an adult mentions that the peer has been working hard on doing that. - Pauses their drawing to help a peer find a specific color crayon they were looking for after an adult said to the peer, "Maybe one of our peers can help you."	(1) Brings a peer their headphones before they play outside, where it may be loud. (2) Communicates, "You can do it!" when a peer is working to climb to the top of the climbing structure. (3) Points out that a few peers always get to the swings first during recess and that other kids don't get a chance to use them.	(1) Communicates to a new peer in class, "You can sit next to me at lunch." (2) Brings two small pillows to a peer who has noise sensitivity and forgot to bring their headphones, so the peer can cover their ears when they need to. (3) Communicates, "It is not right to judge someone by the color of their skin. Everyone should be treated equally," after a read-aloud book about Rosa Parks.	(1) Offers that a peer go first in the game because they were looking sad. (2) Helps a peer spell a word after they notice their peer struggling. (3) Notices all the games outside are loud and asks the teacher if they can set up some quieter games, so a peer with noise sensitivity can feel included in outside games too.



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 ○	Later ○
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, "我最鍾意隨滑梯, 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."

Integrating and Extending
in next table



- 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 ○
Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities	Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own	Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own	Demonstrates one of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult’s expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own	Demonstrates two of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult’s expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own	Demonstrates all three of the following: (1) Communicates to familiar adults what they want or need in ways that reflect an understanding of the adult’s expectations or perspectives (2) Extends communications with familiar adults to find alternative solutions when the first solution is not accepted (3) Makes use of support from familiar adults when needed, while managing challenges increasingly on own
Possible Examples - Communicates with a familiar adult about the drawing supplies they will need to draw a picture of their “lolo” fishing, then brings the supplies outside to the table where they will draw together. - Agrees to a familiar adult’s suggestion that they add some trees to the side of the tower they are building together. Then suggests, “Pon los bloques azules enfrente de la torre. ¡Así hacemos el río!” [“Put the blue blocks in front of the tower. They can be the river!” in Spanish]. They continue to build a tower together. - Decides with a familiar adult to make an audio story about animals. Says, “You be the lion, and I’ll do the monkey,” then records themselves making each sound.	- Communicates that they just need to finish the last part of their drawing of their “lolo” and then will clean up, after a familiar adult communicates that in about five minutes they will need to put away the drawing materials and set up snack on the table. - Offers that a familiar adult be the wolf when they express interest, even though they wanted to be the wolf when acting out The Three Little Pigs. - Notices, while working on a special project, that the adult has placed their name on the helper chart. Hesitates a moment before completing the helper task, then returns quickly to their special project.	- Communicates that they will help put away their drawing of their “lolo” and the supplies when they notice the adult getting ready to fix a snack. - Volunteers to take the attendance to the front office after the teacher communicates, “I don’t want to disrupt our free choice time, but our attendance helper is out sick today and I need someone else to help.” - Says, “Let’s play music loud!” while exploring instruments. When adult responds, “Ooh, loud music is fun! What does it sound like when it’s really soft?” giggles and says, “Let’s try soft first!” then gently taps the drum with their fingers.	(1) Communicates to a familiar adult that they know it’s time to clean up for snack, but they are not done working on the drawing of their “lolo,” and they need more time. (2) Communicates to a familiar adult, “Can I keep it in my backpack instead?” when the adult explains they cannot bring a special object into the classroom as requested. (3) Starts a new math activity on their own, then gestures for a familiar adult to come over and help, and then finishes the activity on their own.	(1) Gestures for the adult who is about to remind them to focus on reading, to hand them their fidget toy, which usually helps them focus. (2) Communicates to a familiar adult that they know it’s time to clean up, but they are not done yet and need more time. Then communicates they would like to save their drawing of their “lolo” and finish it tomorrow, when the adult communicates that there is no more time to work on it today. (3) Communicates to a familiar adult, “We talked and talked about it, but we still can’t agree. “Puedes ayudarnos a decidir?” [“Can you help us decide?” in Spanish] when in conflict with peers about the topic for a group activity.	(1) Communicates to an adult that they know they need to present their project in front of the class, but they are nervous and do not want to go first. (2) Gestures to indicate they want to read in the cozy corner, when an adult confirms they have to finish their reading activity today. (3) Communicates to a familiar adult that they will put away the supplies they were using, but they need help finding somewhere safe to put their drawing of their “lolo” so they can finish it tomorrow.



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 ○	Later ○
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:

Integrating			Extending		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles	Chooses preferred peers or peers to play or work with and compromises with them to achieve goals	Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them	Demonstrates one of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers	Demonstrates two of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers	Demonstrates all of the following: (1) Cultivates a close relationship with at least one peer (2) Initiates entry into a variety of social situations with peers successfully (3) Works to correct unfairness and repair ruptures in social situations with peers
Possible Examples - Plans with several peers how to move sand in the sandbox, switching off who will be “shovelers” to put sand in the trucks and who will be “drivers” to move the sand-filled trucks. - Discusses with peers where the base will be and who will be “it” first in a game of tag. - Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.	- Invites a peer to build a sandcastle with them and suggests the peer choose the shovel they want first. - Communicates to a preferred peer, “What should we play today, blocks or puppets?” and plays the activity the peer chooses. - Gestures to use a timer to take turns playing on the swings with a preferred peer.	- Reminds a peer while getting blocks out to build together that the peer got to choose what to build last time, so this time they get to choose. - Reminds a peer that they got to be the leader last time, and taking turns being the leader is fair. - Offers to read the book together when a peer wants to read the same book at the same time.	(1) Partners with a preferred peer on a long-term project, creating a neighborhood map. Works closely together over several weeks, negotiating the placement of buildings and parks. (2) Gestures that they would like to join a kickball game that peers are playing and take turns kicking with the other players. (3) Communicates, “That’s not true! Leave them alone,” to peers who are teasing another child.	(1) Communicates to a preferred peer, “We always play soccer together, right? You can kick first, and I’ll be the goalie, then we can switch.” (2) Joins a small group of peers who are working on a project building a “techno city” using electronics parts and asks how they can help. (3) Gestures for a peer to join their team after that peer was excluded from the game.	(1) Shares with a preferred peer what they will wear to a costume party and communicates, “You’re the only one I’m telling because I want it to be a surprise.” (2) Communicates to a group of peers that they would like to join their after-school nature club and offers to share their magnifying glass. (3) Suggests to a peer who is indicating to everyone where things go in the group building project that it will be more fun if everybody gets to make some choices.



Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○
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, “دب و لی ب ن م 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.

Mark the latest developmental level the child has mastered:

Integrating			Extending		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
Uses a few strategies to process their emotions, sometimes with adult support	Makes connections between some of their emotional experiences and sensory experiences	Uses numerous or varied strategies to process their emotions in different situations	Demonstrates one of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions	Demonstrates two of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions	Demonstrates all three of the following: (1) Uses words, pictures, or objects to communicate about their varied emotional experiences in different situations (2) Describes anticipated emotional responses to upcoming situations (3) Uses different strategies, tailored to different situations, to process their emotions
Possible Examples • Takes a few deep breaths and hugs a familiar adult after being startled by a sudden loud sound. • Chooses “hug a favorite toy” from the “Calm Down” poster that the adult points to, then goes to the cozy corner and hugs a soft toy to calm down. • Goes to the carpet and jumps up and down after an adult prompts, “What is something you could do when you are so excited it is hard to sit at the table?”	• Communicates to a familiar adult that their tummy hurts when they feel scared. • Communicates, “I’m jumping up and down because I’m so excited.” • Draws a picture of themselves on stage to accompany a writing prompt about a time they were nervous.	• Whispers “it’s ok” to themselves, then asks a peer what happened after being startled by a sudden loud sound. • Becomes upset when the book they wanted to read is not available, then takes a few deep breaths to compose themselves and asks if they can read it next. • Goes to their cubby to take out a picture of their abuela, who just left after visiting for a week.	• (1) Explains that the sudden loud sound only scared them a little, but their peer’s Halloween costume scared them a lot. • (2) Draws a picture detailing how they will feel happy on the last day of school and also sad to say goodbye to their teachers. • (3) Requests permission to go to the cozy corner alone to calm down after having a disagreement with a peer.	• (1) Communicates that they were disappointed that their team lost, and they also felt proud for trying their best. • (2) Communicates to a peer that they will be more excited and less scared, when they present their project to the class. • (3) Communicates how they like to find room to dance and act silly to get their nervous energy out.	• (1) Demonstrates how their excitement “grows” as it gets closer to winter break by selecting gradually bigger smiley faces on their tablet. • (2) Communicates how they will feel relieved once their tooth falls out. • (3) Takes deep breaths when they feel scared while alone, talks about what happened when they feel scared while interacting with peers, and asks for a hug when they feel scared while interacting with a familiar adult.

