CDSS

PTK DRDP (2025)

An Early Childhood Developmental Continuum

Preschool Transitional Kindergarten View

Including the DRDP (2015) Preschool History-Social Science and Visual and Performing Arts Domains

For Use with Preschool, Transitional Kindergarten, and Kindergarten Aged Children

The DRDP (2025) was developed by the California Department of Social Services (CDSS) and the California Department of Education (CDE), with assistance from:

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DRDP (2025)

An Early Childhood Developmental Continuum

PTK View

For use with preschool, transitional kindergarten and kindergarten aged children.

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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 developed by the California Department of Education and the California Department of Social Services for young children and their families. It is used to inform instruction and program development.

Structure

The DRDP (2025) includes trajectories of important areas of learning and development presented in three instrument views, for use in (1) infant-toddler group care settings (the IT View), (2) preschool, transitional kindergarten, or kindergarten classrooms (the PTK View), and (3) preschool through third grade (the P-3 view) settings that do not have policy or funding requirements to use the DRDP (2025) or the DRDP-SA.

Domain: Each domain represents an essential area of learning and development for young children and focuses on observable knowledge, skills, and behaviors in that area. The organization of the domains reflects how children's broad areas of development become more differentiated over time. For instance, the Cognition (COG) domain within the IT View splits out into the Mathematics and Science domains in the PTK view. Each domain consists of a set of measures, the individual assessment items of the DRDP as defined below. The number of measures and domains varies across the three age-level views as follows: (1) the IT View includes 5 domains and 25 measures, including 4 conditional measures; (2) the PTK View includes 8 domains and 35 measures, including 6 conditional measures; and (3) the P-3 View includes 2 domains and 9 measures.

- **Approaches to Learning (ATL)**
  The focus of the ATL domain is observable knowledge, skills, and behaviors essential for young children's school readiness and success. The measures included in this domain are Engagement, Attention and Persistence, Curiosity, Interest and Initiative, Problem-Solving, and Planning.
- **Social and Emotional Development (SED)**
  The focus of the SED domain is observable knowledge, skills, and behaviors essential to young children's ability to understand themselves and others and to form positive relationships. The measures included in this domain are 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 focus of the FLD domain is observable knowledge, skills, and behaviors essential for the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any signed or spoken language and in any mode of communication, including augmentative and alternative communication (AAC), or any combination of the above. Multilingual learners, including dual language learners, may demonstrate knowledge and skills in their home languages, in English, or in multiple languages. The measures in this domain are Understanding Language, Using Language, Shared Communication and Conversation, Foundational Literacy Skills, Alphabetics and Print Knowledge, and Writing.
- **English Language Development (ELD)**
  The focus of the ELD domain is observable knowledge, skills, and behaviors essential for the progress of children who are multilingual learners, including dual language learners, and who are learning spoken English as an additional language. The measures in this domain are Comprehension of English (Receptive English), Self-Expression in English (Expressive English), and Understanding and Responding to English Literacy Activities.
  - 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 development include:
    - Degree of exposure to English,
    - Age of exposure to English,
    - The structure of the child's home language.
  - The ELD measures should be completed only for children who are in preschool, transitional kindergarten, or kindergarten whose home language is a language other than spoken English.
  - Note about ELD measures for Deaf/Hard of Hearing (DHH) children: The ELD domain should only be used with children who are learning spoken English. For children learning spoken English and American Sign Language (ASL),

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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.

- **Cognition (COG) for IT***
  The COG domain is used with infants and toddlers (IT). The focus of the COG domain is observable knowledge, skills, and behaviors essential for the development of foundational cognitive skills. The measures in the domain are Imitation, Spatial Thinking, Classification, Number and Counting, Cause and Effect, and Inquiry Through Observation and Investigation.

- **Math (MATH) for PTK***
  The MATH domain is used with children who are in preschool (PS), transitional kindergarten (TK), or kindergarten (K). The focus of the MATH domain is observable knowledge, skills, and behaviors essential for children's development of early mathematical concepts. The measures in this domain are Spatial Thinking, Classification, Number and Counting, Number Operations, and Measurement.

- **Science (SCI) for PTK***
  The SCI domain is used with children who are in PS, TK, or K. The focus of the SCI domain is observable knowledge, skills, and behaviors essential for young children's development of observation, exploration, and investigation of people, objects, and concepts. The measures in this domain are Cause and Effect, Inquiry Through Observation and Investigation, and Documentation and Communication of Inquiry.

- **Physical Development (PD)**
  The focus of the PD domain is observable knowledge, skills, and behaviors essential for how children move and control their bodies and interact with objects, whether independently or with the use of adaptive equipment or other supports. The measures in this domain are Perceptual-Motor Skills and Movement Concepts, Gross Locomotor Movement Skills, Gross Motor Manipulative Skills, and Fine Motor Manipulative Skills.

* Math and Science domain measures for infants and toddlers are included in the COG for the IT domain in the IT view of the instrument.

- **Health (HLTH)**
  The focus of the HLTH domain is on children's capacity to understand safety and overall health and wellness and engage in personal care routines. The measures in this domain are Safety (conditional measure for IT), Understanding of Health and Wellness**, Personal Care Routines – Hygiene, Personal Care Routines – Feeding, and Personal Care Routines – Self-Dressing (three conditional measures). Conditional measures are required for all children with an IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program) and may also be completed to document progress or to inform planning for children in general education settings.

DRDP (2015) History, Social Science, and Visual and Performing Arts domains have not been revised and may still be used alongside the DRDP (2025) if a program chooses to do so.

Measure: A measure is an individual assessment item within each domain. Each measure represents a developmental continuum used to assess a child's observed knowledge, skills, and behaviors.

Definition: Each definition specifies aspects of development to be observed.

Descriptor: A descriptor defines observable knowledge, skills, and behaviors at that developmental level.

Developmental Level: Each developmental level specifies a point along the continuum that ranges 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.

- 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

** The measure, Understanding of Health and Wellness, is included in the PTK View, not the IT View.

reflect research on the development of older infants and toddlers and are generally aligned to the ITLDF. 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 PTKLF. Children within a wider age range may demonstrate knowledge, skills, and behaviors described in the Building levels.

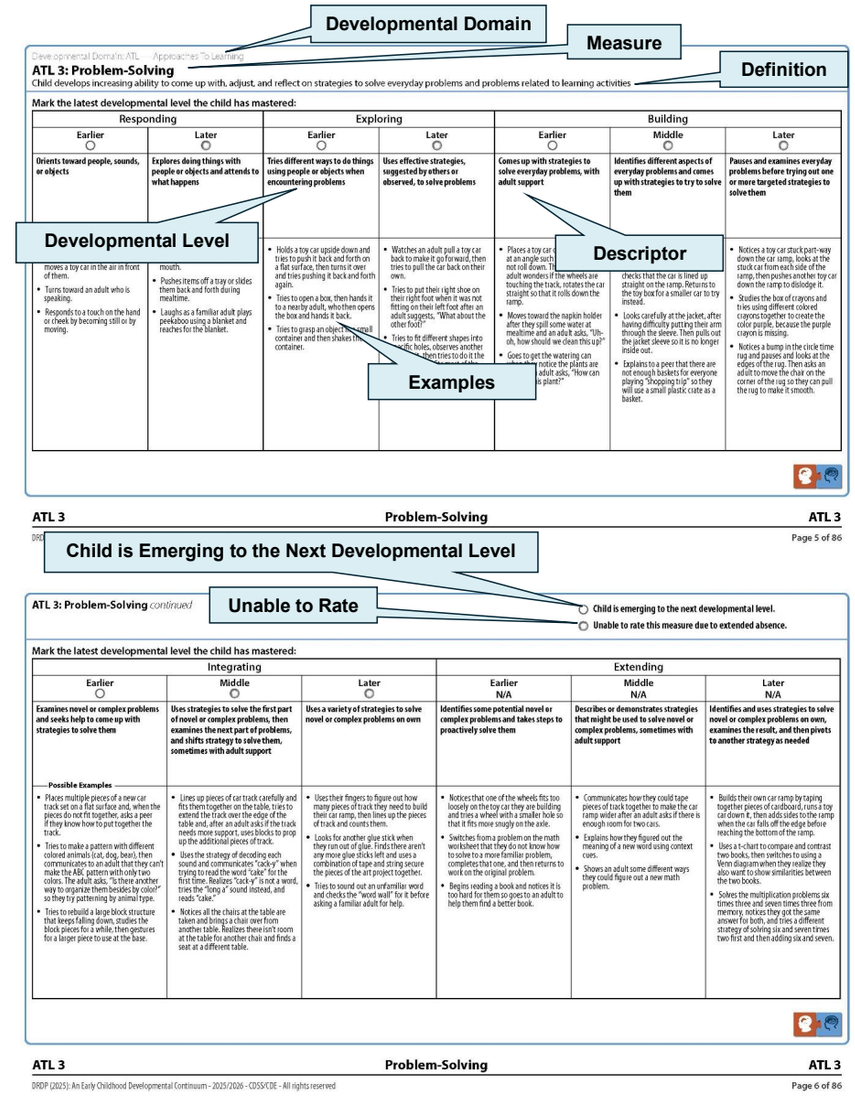
- Integrating (Earlier, Middle, Later)
  Knowledge, skills, and behaviors that demonstrate the ability to connect and apply content within and across learning domains. Integrating levels reflect research on children's development in the year before kindergarten and as they progress through kindergarten and into the beginning of first grade. Integrating levels generally align with the PTKLF and the 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 demonstrate the knowledge, skills, and behaviors described at these levels.

Please note: Not every developmental level is included in every measure. Additionally, the developmental levels for the ELD domain differ from the above format. The levels represent the developmental progression for English acquisition by multilingual learners, including dual language learners.

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

Example of a Full Continuum Measure



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Example of an Earlier Developmental Measure

Developmental Domain

Measure

Definition

No Later Levels

Developmental Domain: COG — Cognition

COG 1: Imitation

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

Mark the latest developmental level the child has mastered:

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

Developmental Level

Descriptor

Examples

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

COG 1 **Imitation** **COG 1**

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Example of a Later Developmental Measure

Developmental Domain

Measure

Definition

Developmental Domain: MATH — 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 N/A	Later N/A	Earlier	Later
	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 aid (stander) at the water table. • Dumps the toy bears in a large cup and then pours them into a smaller cup.

Developmental Level

No Earlier Levels

Examples

MATH 5 **Measurement** **MATH 5**

DRDP (2025): An Early C

Child is Emerging to the Next Developmental Level

Not at the Earliest Developmental Level

Unable to Rate

MATH 5: Measure

○ 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 master

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 to the top with water, then pours the water into a different-shaped container to find out 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.	• Fills a cup marked in ounces and pours it into a container marked in cups during a class cooking activity. Then communicates, "It takes eight ounces to fill up one cup." • 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.

MATH 5 **Measurement** **MATH 5**

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

In California, the term "foundations" refers to 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. The state's early learning foundations align to kindergarten standards; together, the foundations and standards provide goal-like statements about the learning and development that most children typically exhibit around specific age ranges (first 4 months, 4 to 11 months, 11 to 23 months, 23 to 36 months, 3 to 4.5 years, and 4 to 5.5 years), when given appropriate developmental and instructional support. Together, the measures within each domain of the DRDP (2025) cover the breadth and depth of content across California's early learning goals, which are embodied in the state's Infant-Toddler Learning and Development Foundations, Preschool/Transitional Kindergarten Learning Foundations, and Kindergarten Content Standards, including the Common Core State Standards and the Next Generation Science Standards.

Learning Foundations and Standards

- **Infant-Toddler Learning and Development Foundations (ITLDF)** (https://cdss.ca.gov/inforesources/child-care-and-development/publications/california-infant-toddler-learning-and-development-foundations) – 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. The DRDP (2025) Responding Earlier through Building Earlier levels generally correspond to the ITLDF.
- **Preschool/Transitional Kindergarten Learning Foundations (PTKLF)** (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) – 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. The DRDP (2025) Building Earlier through Integrating Later levels generally correspond to the PTKLF.
- **California Public School Content Standards (CPSCS)** (https://www.cde.ca.gov/be/st/ss/) – 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.

  They 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** (https://www.cde.ca.gov/be/st/ss/). The Integrating Earlier through Integrating Later levels of the DRDP generally correspond to the CCSS and NGSS for kindergarten and first grade. The Integrating Earlier through Extending Later levels of the DRDP generally correspond to the kindergarten through Grade three expectations for the CPSCS.

Other standards:

- **Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF)** (**https://headstart.gov/school-readiness/article/head-start-early-learning-outcomes-framework**) – presents five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. The DRDP (2025) Responding Earlier through Integrating Earlier levels generally correspond to the ELOF.

The Role of the Special Education Service Provider

The primary special education provider is responsible for submitting the DRDP. The special education provider should ensure that accommodations as outlined in the children's IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program) are in place, as well as work with the children's other service providers and family to ensure observations are accurate and complete. The special education service provider should communicate with all the children's educators, including the transitional kindergarten or kindergarten educators, to collaboratively complete the DRDP for children with IFSPs or IEPs. Please see the Appendix at the end of the instrument for more information.

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Children Who Are Multilingual Learners, Including Dual Language Learners, and the DRDP (2025)

Multilingual learners are children learning two or more languages simultaneously, as well as those learning 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 across all the languages 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 multilingual learners, certain 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 rate 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. This domain is used with children of all ages. The English Language Development (ELD) domain focuses on observable knowledge, skills, and behavior essential for progress in English for children in preschool, transitional kindergarten or kindergarten who are multilingual learners, who are learning spoken English as an additional language, including Deaf/Hard of Hearing children (DHH) whose family has identified spoken English as a method or mode of communication for their child.

Universal Design for Learning

In assessment, Universal Design for Learning (UDL; CAST, 2024) is a framework that helps make assessments inclusive and flexible, so that every child can demonstrate what they know and can do. Assessments based on UDL include different ways for children to engage, understand information, and express what they've learned. This approach allows each child to demonstrate their skills in the way that works best for them. Educators and service providers are encouraged to use what they know about each child to plan activities that are both accessible and meaningful.

Structured Prompts for Selected DRDP (2025) Measures

Structured prompts are optional activities aligned to two measures in the Math domain: Number Operations and Measurement. Educators and service providers may use structured prompts with children who understand spoken English and are approaching Building Middle. Structured prompt activities provide educators and service providers with one source of evidence of children's mastery. Educators should use the results of the structured prompt along with other information gathered about the child's knowledge and skills in Number Operations and Measurement to determine a rating.

Conditional Measures

Some measures in the DRDP (2025) are considered conditional and are assessed only when certain conditions are met. There are four conditional measures in the IT View and six conditional measures in the PTK View of the instrument.

View	ELD Measures	Conditions Under Which to Assess
PTK View	ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Responding to English Literacy Activities	The ELD measures should be completed only for preschool, TK, and kindergarten children • when a language other than English is spoken in the child's home as indicated on the Information Page • who are learning spoken English as an additional language, including Deaf/Hard of Hearing children (DHH) • whose family has identified spoken English as a method or mode of communication for their child.

View	HLTH Measures	Conditions Under Which to Assess
Infant-Toddler View	HLTH 1: Safety HLTH 3: Personal Care Routines – Hygiene HLTH 4: Personal Care Routines – Feeding HLTH 5: Personal Care Routines – Self-Dressing	• These four IT View HLTH measures are required for all children with an IEP or IFSP. • May be completed to document progress or to inform planning for the child's learning activities.
PTK View	HLTH 3: Personal Care Routines – Hygiene HLTH 4: Personal Care Routines – Feeding HLTH 5: Personal Care Routines – Self-Dressing	• These three PTK View HLTH measures are required for all children with an IEP or IFSP. • May be completed to document progress or to inform planning for the child's learning activities.

Using Information from the DRDP (2025)

When used on an ongoing basis, the DRDP instrument will provide educators and service providers with information that benefits children, families, and early care and education settings and elementary school settings.

Information from the DRDP can be reviewed and analyzed at the individual child level. In addition, the DRDP results can be summarized to provide information for groups of children. Educators, special educators, and other providers should review, share, and analyze the DRDP assessment results for the individual children and can use the information for curriculum planning.

The DRDP helps educators and service providers observe and document children's development systematically across multiple areas of learning (domains). They can use this information to identify domain-level strengths and where additional support is needed for a child or a group of children to provide integrated learning opportunities and to share individual assessment information with families. By reviewing a child's ratings for individual DRDP measures, educators can highlight specific areas for growth, such as building persistence during challenging tasks or developing early number sense. When combined with other information about the child, DRDP results support planning a curriculum that responds to each child's interests and developmental needs.

Communicating with Families about Children's Progress

Programs must work in partnership with families to foster children's learning and development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP assessment process from the beginning. Educators and service providers who observe and document the child's behaviors and rate the DRDP measures are encouraged to seek input from families. Input from family members about the child's knowledge, skills, or behaviors can enrich and complement evidence collected by the educators and other staff. Individual child results can be shared with family members during parent-educator conferences to foster meaningful dialogue and generate ideas for how both home and the care/school environments can work together to support the child's development and growth.

Completing the DRDP

➡ Step 1: Observing and Collecting Documentation

The DRDP (2025) provides a developmental continuum for observing and documenting children's knowledge, skills, and behavior across domains. Educators and service providers collect documentation of children's knowledge, skills, and behaviors in their natural environments over time and document them using the DRDP measures.

Observations should occur over time, in **natural environments**:

- In the child's typical programs or settings, such as child care sites, 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). Direct observation of a child made by educators and service providers is the primary source for ratings. To capture the child's skills across settings and situations, use additional sources of evidence, including:

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- **Observations by others** – including educators, family members, caregivers, and other service providers or caregivers, 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 structured prompt activities for Number Operations and Measurement serve as other documentation for children in preschool, transitional kindergarten, or kindergarten

The Important Role of Families in the Documentation Process

Family members 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). Educators and service providers should go beyond routine conversations and share concrete examples such as photos, short videos, or progress notes. In this way, families can see examples of how they might contribute their own observations. Educators and service providers should invite families to share their own observations of the skills the child shows at home or in the community, especially those not often seen in the child's program. In this way, documentation becomes a shared effort in which family input is valued alongside professional observation, creating a fuller and more reliable snapshot of the child's development.

Observation and Documentation of 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(s), English, and a combination (e.g., a child may communicate, "I want leche" ["I want milk"] using English and their home language, Spanish).

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 should support the observation process. This may include an assistant educator, special education service provider, 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 in their children's learning and strengthens responsive assessment practices.

Using Accommodations

- Accommodations allow children to demonstrate their knowledge and skills.
- 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.
- 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 for the purpose of conducting 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.

The Descriptors and Examples

Review the descriptors first and then review the examples to determine which developmental level best matches your observations and documentation of the child's behavior. A child may demonstrate behaviors at more than one developmental level; select the child's latest level of mastery.

What is Mastery?

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

- Consistently,
- Over time, and
- 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.

Descriptors

The descriptors define the knowledge, skills, or behaviors expected at each level of the measure's developmental continuum (see Navigation Maps). Several examples of behaviors consistent with that developmental level illustrate each descriptor.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some descriptors include multiple behaviors or skills, which are numbered or separated by "and" or "or."

If the descriptor includes two parts joined with "or": The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

If the descriptor includes two parts joined by "and": The child must demonstrate all the skills or behaviors listed to rate the level as mastered. They do not necessarily have to demonstrate all the skills or behaviors during the same observation within a DRDP rating period.

Please note: Key terms and phrases in the descriptors that may be new or have a specific meaning to the measures are defined in the Glossary at the end of the instrument.

Examples

Keep in mind these important points about examples:

- Each example shows one possible way a child might demonstrate the knowledge, skills, or behaviors in a descriptor for a given development level. Examples are not checklists, and a child does not need to demonstrate any specific example or all examples to rate the measure at that level.
- Mastery is based on what a child demonstrates consistently over time and in different situations and settings. A child may demonstrate mastery in ways not included in the examples but that still align with the intent of the descriptor.
- Educators and service providers are encouraged to observe children in a variety of everyday activities and routines to identify valid examples of mastery.

Additional Rating Options

Emerging to the Next Developmental Level

If the child has mastered one level and is beginning to show knowledge, skills, and behaviors from the next level but not yet consistently across time, situations, or settings, they are *emerging* to the next level. To indicate emerging:

Mark the developmental level the child has mastered. Then, mark "emerging" if the child also demonstrates behaviors described for the next developmental level.

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Notes about Emerging:

- You may mark emerging when the continuum has a later developmental level that is not rateable based on the instrument view you are using.
- Do not mark emerging if the child has mastered the latest level on a measure and there are no later levels.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

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

If you determine that a child in PS, TK, or K is not yet demonstrating mastery of the earliest level of a later development measure, mark "Child is not yet at the earliest developmental level on this measure." This rarely happens.

- Not having enough time or enough information for a child present for most of the day, four to six weeks before submitting DRDP data.
- The kind of disability a child has and how much it affects their learning or daily activities.

Unable to Rate Due to Extended Absence

- Use "Unable to Rate" only when the child has been absent for most or all of the four to six weeks before submitting DRDP data, and you could not gather enough 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

Rating Conditional Measures

Use the following guidance to mark conditional measures:

- ELD domain
  - The three conditional measures are required for children who are in PS, TK, or K, who are multilingual learners, including dual language learners, and who are learning spoken English as an additional language.
  - If these measures do not apply because English is the only language spoken in the home, mark "This measure is not rated. Spoken English is the only language used in this child's home."
- HLTH domain
  - The conditional measures in HLTH are required for all children who have an IFSP or IEP; these measures may also be completed for children in general education to document progress or to inform planning for the child's learning activities in this domain.
  - If these measures do not apply to children without an IFSP or IEP, mark "I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports."

➡ Step 3: Finalizing the Assessment

Before submitting, review the rating record or online documentation to confirm that the information is accurate and that the child's information page is complete and current. Please note the following:

- For CDSS Child Care and Development Division (CDSS) programs, enter your ratings into DRDP Online.
- For California State Preschool Programs (CSPPs), 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, DR Access Reports) as determined by your district.

Measures at a Glance—DRDP (2025) Infant-Toddler (IT) View

Domain Name: Approaches to Learning (ATL)

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

Domain Name: Social and Emotional Development (SED)

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

Domain Name: Foundational Language Development (FLD)

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

Domain Name: Cognition (COG)

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

Domain Name: Physical Development (PD)

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

Domain Name: Health (HLTH)

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

* Health measures 1 and 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, complete Health measures 1 and 3-5 to document progress or plan this child's learning activities and supports.

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Measures at a Glance—DRDP (2025) Preschool/Transitional Kindergarten/Kindergarten (PTK) View

Domain Name: Approaches to Learning (ATL)

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

Domain Name: Social and Emotional Development (SED)

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

Domain Name: Foundational Language Development (FLD)

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

Domain Name: English Language Development (ELD)

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

Domain Name: Math (MATH)

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

Domain Name: Science (SCI)

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

Domain Name: Physical Development (PD)

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

Domain Name: Health (HLTH)

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

** Health measures 3-5 must be completed for children with an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan). Based on observations, 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)

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

Domain Name: Social and Emotional Development (SED)

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

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Child's Information

1. **Child's first name** (Legal): _____
2. **Child's last name** (Legal): _____
3. **Date DRDP (2025) was completed** (mm/dd/yyyy): _____ / _____ / _____
4. **Assessment period** (e.g., Fall 2026) _____
5. **Statewide Student Identifier** (10-digit SSID): _____
6. **Agency Identifier:** _____
   (Agency Identifier and SSID can be the same.)
7. **Child's classroom or setting:** _____
8. **Child's county of residence:** _____
9. **Birth date** (mm/dd/yyyy): _____ / _____ / _____
10. **Gender** ☐ Boy ☐ Girl ☐ Choose not to answer
11. **Initial date of enrollment in early childhood program** (mm/dd/yyyy): _____ / _____ / _____
12. **Date child was withdrawn from the program** (mm/dd/yyyy): _____ / _____ / _____
13. **Is the child Hispanic or Latino?**
    ☐ **Yes** ☐ **No**
14. **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
☐ Cambodian	☐ Hawaiian	☐ Other Pacific Islander	
	☐ Hmong	☐ Samoan	
	☐ Japanese		

Child's Language Information

15. **Child's spoken/signed home language(s):** _____
16. **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.)
17. **What language(s) do you speak with this child?** _____
18. **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

19. **Agency:** _____ 20. **Site:** _____
21. **Your name:** _____ 22. **Role:** _____
23. **Are you the primary teacher or service provider working with this child?**
    ☐ **Yes** ☐ **No** (Specify your relationship to the child.): _____
24. **Did you collaborate with a special education service provider (s) or another adult?**
    ☐ **Yes** (role/relation): _____ ☐ **No** ☐ **Not applicable**

Program Information and Setting

25. **Child is enrolled in: Check all that apply.**

☐ Child Care Center	☐ Migrant	☐ State Infant/Toddler
☐ District Preschool	☐ Part C Early Intervention	☐ State Preschool
☐ Early Head Start	☐ Private Preschool	☐ Third Grade
☐ Family Child Care	☐ Second Grade	☐ Title 1
☐ Family Home of Child	☐ Separate Class/Special Day Class	☐ Transitional Kindergarten
☐ First 5 Funded	☐ Separate School for Children with Disabilities	☐ Tribal Head Start
☐ First Grade	☐ Service Provider Location (e.g., clinic or office)	☐ Other: _____
☐ Head Start		
☐ Kindergarten		

Special Education Information

26. **Special education enrollment. Check one.**
    ☐ Individualized Family Service Plan (IFSP) ☐ Individualized Education Program (IEP)
27. **SELPA:** _____
28. **District of accountability:** _____
29. **DR Access Reports email:** _____
30. **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	

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DRDP (2025)

Rating Record

An Early Childhood Developmental Continuum

PTK View
Preschool - Transitional Kindergarten - Kindergarten

Child's Name (First and Last): _____

Agency ID or SSID: _____

Assessment Period (e.g., Fall 2025): _____

Date DRDP (2025) was completed (e.g., 09/07/2025): _____ / _____ / ____
month day year

The Rating Record is to be used with the DRDP (2025) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Not yet	EM	UR
ATL 1	**Engagement, Attention, and Persistence**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
ATL 2	**Curiosity, Interest, and Initiative**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
ATL 3	**Problem-Solving**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
ATL 4	**Planning**					⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	☐	☐
SED 1	**Self-Awareness**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
SED 2	**Social Awareness**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
SED 3	**Relationships and Reciprocal Interactions with Familiar Adults**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
SED 4	**Relationships and Interactions with Peers**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
SED 5	**Emotional Knowledge and Regulation**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
FLD 1	**Understanding Language (Receptive)**	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
FLD 2	**Using Language (Expressive)**	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
FLD 3	**Shared Communication and Conversation**	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭		☐	☐
FLD 4	**Foundational Literacy Skills**				⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	☐	☐

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DRDP (2025)

Rating Record

PTK View

Child's Name (First and Last): _____

Agency ID or SSID: _____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Not yet	EM	UR
FLD 5	**Alphabetics and Print Knowledge**				⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	☐	☐
FLD 6	**Writing**				⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	☐	☐

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure	EM	UR
ELD 1	**Comprehension of English (Receptive English)**	⬭	⬭	⬭	⬭	⬭	⬭	⬭	☐	☐
ELD 2	**Self-Expression in English (Expressive English)**	⬭	⬭	⬭	⬭	⬭	⬭	⬭	☐	☐
ELD 3	**Understanding and Responding to English Literacy Activities**	⬭	⬭	⬭	⬭	⬭	⬭	⬭	☐	☐

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Conditional Measure	Not yet	EM	UR
MATH 1	**Spatial Thinking**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
MATH 2	**Classification**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
MATH 3	**Number and Counting**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
MATH 4	**Number Operations**			⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		⬭	☐	☐
MATH 5	**Measurement**			⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		⬭	☐	☐
SCI 1	**Cause and Effect**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
SCI 2	**Inquiry Through Observation and Investigation**	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
SCI 3	**Documentation and Communication of Inquiry**			⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭		⬭	☐	☐

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DRDP (2025)

Rating Record

PTK View

Child's Name (First and Last): _____

Agency ID or SSID: _____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Conditional Measure	Not yet	EM	UR
PD 1	Perceptual-Motor Skills and Movement Concepts	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
PD 2	Gross Locomotor Movement Skills	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
PD 3	Gross Motor Manipulative Skills	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
PD 4	Fine Motor Manipulative Skills	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
HLTH 1	Safety	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭	⬭	⬭			☐	☐
HLTH 2	Understanding of Health and Wellness					⬭	⬭	⬭	⬭	⬭	⬭	⬭		⬭	☐	☐
HLTH 3	Personal Care Routines: Hygiene	⬭	⬭	⬭		⬭	⬭	⬭	⬭	⬭			⬭		☐	☐
HLTH 4	Personal Care Routines: Feeding	⬭	⬭	⬭		⬭	⬭		⬭	⬭			⬭		☐	☐
HLTH 5	Personal Care Routines: Self-Dressing	⬭	⬭	⬭		⬭	⬭		⬭	⬭			⬭		☐	☐

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DRDP (2025)

Rating Record

PTK View

Child's Name (First and Last): _____

Agency ID or SSID: _____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Conditional Measure	Not yet	EM	UR
HSS 1	**Sense of Time**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
HSS 2	**Sense of Place**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
HSS 3	**Ecology**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
HSS 4	**Conflict Negotiation**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
HSS 5	**Responsible Conduct as a Group Member**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
VPA 1	**Visual Art**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
VPA 2	**Music**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
VPA 3	**Drama**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐
VPA 4	**Dance**				⬭	⬭	⬭	⬭	⬭	⬭				⬭	☐	☐

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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.

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◯ **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 N/A	Middle N/A	Later N/A
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.

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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.

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◯ **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 N/A	Middle N/A	Later N/A
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.

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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.	• Waves a toy car back and forth in the air, then brings it to their mouth. • Pushes items off a tray or slides them back and forth during mealtime. • Laughs as a familiar adult plays peekaboo using a blanket and reaches for the blanket.	• Holds a toy car upside down and tries to push it back and forth on a flat surface, then turns it over and tries pushing it back and forth again. • Tries to open a box, then hands it to a nearby adult, who then opens the box and hands it back. • Tries to grasp an object in a small container and then shakes the container.	• Watches an adult pull a toy car back to make it go forward, then tries to pull the car back on their own. • Tries to put their right shoe on their right foot when it was not fitting on their left foot after an adult suggests, "What about the other foot?" • Tries to fit different shapes into specific holes, observes another child do it, then tries to do it the same way and fits most of the shapes in the same shaped holes.	• Places a toy car on the car ramp at an angle such that it does not roll down. Then, when an adult wonders if the wheels are touching the track, rotates the car straight so that it rolls down the ramp. • Moves toward the napkin holder after they spill some water at mealtime and an adult asks, "Uh-oh, how should we clean this up?" • Goes to get the watering can when they notice the plants are dry and an adult asks, "How can we help this plant?"	• Places on a car ramp a toy car that is too large and, when the car does not roll down the ramp, checks that the car is lined up straight on the ramp. Returns to the toy box for a smaller car to try instead. • Looks carefully at the jacket, after having difficulty putting their arm through the sleeve. Then pulls out the jacket sleeve so it is no longer inside out. • Explains to a peer that there are not enough baskets for everyone playing "shopping trip" so they will use a small plastic crate as a basket.	• Notices 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. • Notices 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.

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◯ **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 N/A	Middle N/A	Later N/A
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.

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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.

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- ◯ **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 N/A	Middle N/A	Later N/A
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 themself 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.

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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 themself.	• 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].

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◯ **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 N/A	Middle N/A	Later N/A
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 themself, 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.

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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.	• Notices 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.

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◯ **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 N/A	Middle N/A	Later N/A
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.

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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, "我最鍾意瀡滑梯，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."

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SED 3: Relationships and Reciprocal Interactions with Familiar Adults *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 N/A	Middle N/A	Later N/A
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 rio!" ["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.

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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.

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◯ **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 N/A	Middle N/A	Later N/A
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.

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SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions

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, "بدیش بیلچه" ["Give me the shovel," in Farsi]. "I'm frustrated when you don't share."

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SED 5: Emotional Knowledge and Regulation *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 N/A	Middle N/A	Later N/A
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 themself on stage to accompany a writing prompt about a time they were nervous.	• Whispers "it's ok" to themself, 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.

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FLD 1: Understanding Language (Receptive)

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○
Responds to sounds or sights nearby in the environment	**Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces**	**Shows understanding that communication with gestures, words, or signs carries meaning**	**Shows understanding of a variety of single words in their environment**	**Shows understanding of frequently used simple phrases or sentences, in the present**
Possible Examples • Startles at a loud sound. • Turns toward the soft touch of an adult. • Looks at an adult communicating in sign language.	• Turns head in the direction of a loud noise. • Pays attention when an adult communicates using infant-directed speech or signing. • Looks at the face or hands of an adult communicating in sign language.	• Waves after an adult communicates, "Bye-bye," as the adult gets into their vehicle to drive to work. • Bounces or waves arms to indicate interest in something expressed by an adult. • Turns head to follow a pointed finger or when their name is spoken.	• Points to pictures of a car and a plane, as an adult communicates the name of each thing, while looking at a book together. • Pushes ball toward an adult after the adult holds out their hands and asks for "la pelota" ["ball," in Spanish]. • Looks to the climber after an adult refers to the climber.	• Gets their jacket after an adult communicates, "It's time to go outside and play with the toy trucks. Let's get our jackets." • Moves to the sink after an adult communicates, "Time to wash hands." • Nods "yes" and communicates, "Con thích phô mai" ["I like cheese," in Vietnamese], to an adult who communicates, "Would you like more cheese?"

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Shows understanding of phrases or sentences, including those referring to the past or future	**Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities)**	**Shows understanding of language, which refers to abstract concepts, including imaginary events**	**Shows understanding of a variety of statements that explain how or why things happen**	**Shows understanding of a variety of statements that explain how, why, or the order in which things happen**	**Shows understanding of a variety of verbs that differ in manner (e.g., "look," "peek," "glare") and adjectives that differ in intensity (e.g., "large," "gigantic")**
Possible Examples • Gets the toy truck they were playing with when an adult communicates, "Where's the toy you played with this morning?" • Nods, smiles, and gestures to self when an adult communicates, "Who would like to share in circle time tomorrow?" • Shows an adult their new toy after the adult asks, "What did you get for your birthday?"	• Passes a peer a small red toy truck when the peer communicates, "I want to play with the small red truck." • Selects the furniture from the toy box after a peer communicates, "You go get the furniture for the house. We need a 凳, a 台, and a bed" ["chair" and "table" in Cantonese]. • Points to the picture of a bird's nest after an adult asks, "Where does the bird live?" while sharing a book about animals building their homes.	• Pretends to drive a truck and pull a horn when an adult asks the child if they can show them what a truck driver does. • Nods "yes" and begins painting on their tablet after an adult asks, "Are you an artist?" • Hugs a peer when an adult asks how they show they love someone.	• Draws a picture of garbage being lifted into the hopper of a truck with the arm and grabbers, after an adult shares information about how a side-loading garbage truck works. • Selects materials that float while making a boat after an adult communicates about materials that float or sink. • Demonstrates to a peer how to plant seeds after an adult shares a story about planting seeds.	• Pretends to put gas in a toy car and communicates to a peer that gas makes the engine go and the engine makes the wheels move, after an adult reads a book about how different vehicles work. • Draws a picture about the changing seasons, after an adult describes why the weather has changed. • Organizes picture cards in order, representing correctly the events of a story told by an adult.	• Moves their body very slowly when acting out how the truck "creeps" down the street, then moves their body quickly when acting out how the truck "sprints." • Points to the biggest building in their drawing when an adult asks which building is "gigantesco" ["gigantic," in Spanish]. • Resumes putting away art supplies after an adult communicates, "Let's not dawdle!

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FLD 2: Using Language (Expressive)

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○
Makes sounds or moves hands spontaneously	**Makes sounds, gestures, or facial expressions with intention**	**Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate**	**Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate**	**Combines two words, signs, a word and a sign, or symbols to communicate simple ideas**
Possible Examples • Coos while being held. • Cries as an expression of discomfort. • Turns head in response to adult waving hands.	• Coos and babbles "babababa" vocally. • Cries in different ways for different needs, such as hunger, tiredness, or discomfort. • Smiles when a familiar adult makes eye contact.	• Babbles "ga-ga-ga-de-ga-go" while gesturing toward the adult. • Asks for food when hungry, by using a special word, sign, sound, symbol, or gesture. • Babbles manually with varied handshapes, locations, and movements.	• Uses the word "milk" to ask for milk and then later uses the word "leche" to ask for milk in Spanish. • Communicates, "mama," "dada," "baba," or similar word or sign approximations. • Touches adult to get their attention, then gestures "no," "more," "want," "up," "yes," or "bye."	• Communicates, "More milk," to ask for milk. • Communicates, "What that?" when pointing to an unfamiliar object. • Grabs their bunny and communicates, "My bunny." • Makes eye contact with adult, signs GO and points to the door to communicate they want to go outside.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate	**Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs)**	**Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols**	**Uses complex sentences to describe the relationships between people, objects, or events using words, signs, words and signs together, or symbols**	**Combines sentences to communicate complex ideas, providing additional detail about relationships between people, objects, or events using words, signs, words and signs together, or symbols**	**Uses most of the grammar of adult-like language, using words, signs, words and signs together, or symbols**
Possible Examples • Communicates, "My milk all done!" after finishing a cup of milk. • Communicates, "A mí me toca" ["It's my turn," in Spanish], when an adult brings a pet rabbit for a visit. • Presses the button on a pre-programmed voice output device to indicate that they want something to eat.	• Communicates, "This milk is cold!" • Communicates, "Malaking malaki ang aso namin" ["Our dog is huge," in Tagalog]. • Uses AAC symbols to communicate, "That story is funny," after a story is shared with them.	• Communicates, "My tummy is full 'cause I drank so much milk." • Communicates, "¡La corona es de mío porque yo soy el rey!" ["The crown is mine because I'm the king!" in Spanish], during dramatic play. • Signs the verb "GIVE" with the appropriate directional movement to indicate verb agreement.	• Signs POUR MILK CL-fill_up_cup OOPS SPILL [Communicates, "I poured the milk into my cup, but some spilled out because I poured too much in," in ASL]. • Tells a story to a peer, "Đây là con rồng. Con rồng sống trên núi. Khi ngoài trời nắng ấm con rồng bay khắp nơi" ["This is a dragon. The dragon lives on a mountain. When it is warm outside, the dragon flies all over everywhere," in Vietnamese]. • Communicates in spoken English, "Every weekend I play soccer with my dad, and he teaches me cool moves."	• Communicates, "I was trying to pour the milk, and the pitcher was heavier than I thought, so that's why it spilled." When the adult asks what they can do next time, the child responds, "If I hold the pitcher with both hands, it won't spill next time." • Communicates, "I am going to read my book over there because you have to be quiet como un ratón ["as a mouse," in Spanish] in the reading area," when an adult asks about their plan for finishing their reading. • Communicates, "He teaches me how to zig-zag around players while I dribble the ball, and then how to shoot with my left foot," after an adult follows up to ask what kind of soccer moves they do with their dad.	• Signs GRANDMA INFORM_ME COW MILKING BUCKET FILL_UP INDEX_ BUCKET MILK INDEX_GRANDMA EXPLAIN PROCESS P-A-S-T-E-U-R-I-Z-E BECOME SAFE CAN DRINK [Communicates "My grandma told me that some milk comes from cows, and she explained how it's pasteurized to get rid of germs to make it safe to drink," in ASL]. • Communicates to an adult away from peers, "I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?" • Communicates in spoken English, "My dog is the best dog in the world because he can do a lot of fun tricks like shaking my hand and rolling over, and he also is so sweet because his fur is soft like a blanket and he cuddles me when I'm feeling sad."

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FLD 3: Shared Communication and Conversation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○
Responds to others	**Pays attention when an adult communicates to them**	**Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze**	**Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions**	**Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication**
Possible Examples • Looks in the direction of an adult's movement or the voice of an adult preparing a bottle. • Quiets in response to a familiar adult's voice or signing hands. • Looks toward movement nearby.	• Smiles at a familiar adult who approaches and asks if they are ready for a bottle. • Watches an adult's hands as they sign. • Makes sounds or hand movements when a familiar adult stops talking or signing.	• Communicates "Ba-ba" and reaches toward the bottle after an adult asks, "Are you ready for your bottle?" • Reaches toward a baby doll, looks at the adult, and communicates, "Bebebe." • Tries to sign "more," after the adult signs "more."	• Communicates, "No," after an adult asks, "Would you like more soup?" • Brings a ball to an adult, and then nods "yes" and responds, "Ball," after the adult asks, "Do you want me to play ball with you?" • Rubs eyes and responds, "Night-night," after a familiar adult asks, "Are you tired?"	• Communicates that they want more noodles to an adult during lunch. When the adult notices, "You really like noodles!" child responds, "I like noodles!" • Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Whose teddy bear is that?" communicates, "My bear." • Communicates, "That's a monkey," while reading a story with an adult.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages in brief conversations on topic for several turns, sharing opinions and thoughts	**Engages in conversations, building on the other person's ideas**	**Adjusts responses to meet the needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed**	**Expands on ideas of others during conversations by adding detail, making predictions, or offering possible solutions**	**Seeks additional information during extended conversations to understand and build on the ideas and perspectives of others**	**Displays appropriate turn-taking and social conventions of conversation**
Possible Examples • Communicates, "This is my milk," holding their cup while eating lunch with a peer. When the peer says, "This is my milk," and picks up their own cup, child responds, "We both are drinking milk." • Communicates, "我是寶寶" ["I'm the baby," in Chinese], after a peer communicates, "I'm the mommy," while playing house. • Communicates, "Play with me?" to a peer, and when the peer suggests playing with blocks, adds, "OK, let's build a house."	• Communicates to a peer while playing in the sandbox, "Are you hungry?" The peer responds, "Yes, I want dessert!" Then the first child replies, "OK, I'm going to make you a cake!" • Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico" ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan" ["I like the alligators best," in Spanish], and continues to converse about other animals at the zoo. • Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When the peer responds, "Yeah, they have lots of legs," the child continues, "Let's count all the legs!"	• Communicates to a peer while playing in the sandbox, "I made a birthday cake," and shows the peer a mound of sand on a plate with a stick in it. When the peer looks confused and communicates, "But it's not my birthday!" the child clarifies, "I know. It's just pretend." • Communicates to a peer, "Mi familia ["My family," in Spanish] goes to the park on Sundays." When the peer asks, "Every Sunday?" the child responds, "Sí, pero a veces, ["Yes, but sometimes," in Spanish] we go to the park with la piscina ["swimming pool," in Spanish] and sometimes the park with the big playground." When the peer communicates, "Mi abuela ["My grandmother," in Spanish] takes me to the park too," the child responds, "¿Cual parque?" ["Which park?" in Spanish]. • Shares with a peer their idea to play on the slide next, and, when the peer asks, "Why?" the child continues, "Because there are not a lot of kids there right now, so we can play."	• Responds to a peer asking to play with them in the sandbox, "Let's play pretend. Are you hungry?" The peer says, "Yes!" Then the child replies, "OK, I'm going to be your mom." The peer then pretends to cry like a baby, and the first child says, "What do you want to eat? Do you want your milky?" • Has a conversation with an adult while planting sunflower seeds together, making guesses about how big the plants will get and how long it will take before the plants begin to grow. • Discusses with a peer a plan to make a fort, including building on the peer's ideas of what materials they need and suggesting ways to make sure that the walls keep standing as they are building it.	• Asks a peer why they cannot eat yogurt, and the peer responds, "Because it has dairy in it." The child follows up, "Oh, so you can't have cheese either?" The peer nods "yes," and the child continues, "Are you allergic to anything else?" • Responds to a peer who shares that they are an only child by asking, "Wala kang mga kapatid?" ["You don't have any brothers or sisters?" in Tagalog], and when the peer nods "yes," follows up, "What does that feel like?" • Looks at the piece of artwork being shared by a peer and communicates, "I like it. How did you make that purplish color for the sky?"	• Waits for a peer to finish talking about what they did over the weekend before communicating, "That sounds fun! I went to eat dim sum with my cousin. I had the best dumplings ever. Do you like dumplings?" • Tells an adult about their baseball game this weekend and then asks, ¿Qué hiciste este fin de semana?" ["What did you do this weekend?" in Spanish]. • Listens to a peer share an idea about how to build a bridge, then communicates, "I like your idea, but we can also try it this way, where we overlap the straws. What do you think?"

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FLD 4: Foundational Literacy Skills

Child shows increasing ability to manipulate and combine components of language related to early literacy:

- phonological awareness for children learning to communicate using **spoken** language;
- location, handshapes, and movement for children learning to communicate using **sign** language; and
- recognition, combination, and use in set phrases for children learning to communicate using **Augmentative and Alternative Communication (AAC)** symbols

Mark the latest developmental level the child has mastered:

Communication Modality	Responding		Exploring		
	Earlier N/A	Later N/A	Earlier N/A	Middle ○	Later ○
Descriptors for children who are learning to communicate using a spoken language **or** **Descriptors for children who are learning to communicate using sign language** **or** **Descriptors for children who are learning to communicate using AAC symbols**			**There are no earlier levels for this measure.**	**Demonstrates awareness of variations in sounds** **or** **Attends, when prompted, to hands or a person who is signing** **or** **Participates in cause and effect play**	**Engages in play with syllables or sounds in words or rhymes** **or** **Produces familiar fingerspelled words as signs** **or** **Explores devices or symbols**
	Possible Examples			• Produces sounds in Arabic such as “Ma” [“ام”] for “Mom,” “Ba” [“اب”] for “Dad,” and “TaTa” [“اتات”] for “Granny.” • Watches when adult signs a familiar song or rhyme. • Turns to look when an adult taps their shoulder before signing. • Turns the knob on a pop-up toy to get the lid to pop open. • Taps on a key on a xylophone. Pauses, then taps another key.	• Varies pitch while communicating, “No, no, no, no, no.” • Smiles and claps along with adult who is engaged in a nursery rhyme. • Fingerspells R-I-C-E as a sign. • Plays with the buttons on a voice output device. • Uses a device to communicate concept words, including loud and soft, to identify musical tones.

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- ◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages in familiar rhymes or songs **or** **Plays with how signs are produced** **or** **Points to familiar symbols following modeling from an adult**	**Demonstrates understanding of the syllables in words with two or more syllables** **or** **Recognizes the phonological features of signs (e.g., handshape, location, and movement)** **or** **Points to a few core words that are introduced and reinforced by an adult**	**Isolates and pronounces the first sound of a word, with support of pictures or objects** **or** **Produces signs that have specific phonological features of signs** **or** **Isolates the first sound of a spoken word, with support of pictures or objects**	**Blends onset and rimes into words in speech, with adult support** **or** **Segments signs to modify the meaning** **or** **Demonstrates understanding of how language is organized on AAC device to access non-core words**	**Segments onset and rime of single-syllable spoken words in English, or segments each syllable of two-syllable words in Spanish** **or** **Segments a sentence into isolated signs** **or** **Segments a sentence composed of AAC symbols or print into its core units of meaning**	**Segments spoken single-syllable words into their complete sequence of individual sounds, or segments each syllable of three-syllable words in Spanish** **or** **Demonstrates understanding that the same idea can be communicated in different ways** **or** **Segments spoken single-syllable words into their complete sequence of individual sounds**
Possible Examples • Sings along to a familiar song about sunshine. • Gestures and sings a few rhyming words, such as cartón ["cardboard," in Spanish] and jabón ["soap," in Spanish] during the song "Pimpón": "Pimpón es un muñeco con manos de cartón / Se lava la carita con agua y con jabón." ["Pimpón is a doll with cardboard hands / He washes his face with water and soap," in Spanish]. • Signs slowly to represent how a sloth might sign. • Chooses between an apple or a banana for snack using a communication device, when the adult provides navigation support.	• Communicates, "Sandy," when playing a game called "What's That Word?" where the adult communicates each syllable of a word separately as they push the child on a swing saying "San" with the first push and then "dy" with the next, and then asks the child, "What's that word?" Child says "Sandy!" • Blends the words 飛 ["fly," in Cantonese] and 機 ["machine," in Cantonese] into 飛機 ["airplane," in Cantonese] during a word game involving a picture of a plane. • Produces the correct number of syllables on a drum when given objects such as "apple" and "banana." • Notices that the signs JUICE, APPLE, and ORANGE are all produced near the mouth. • Imitates the adult in finding the core word, "See," while looking at the book "Brown Bear Brown Bear."	• Responds, "/s/" after an adult asks what the first sound in "sun" is. • Places a card with a picture of a bee on it next to a card with an airplane, makes the /a/ sound, and communicates, "¡Mira! 'Abeja' y 'avión' son iguales" ["Look! 'Bee' and 'airplane' are the same," in Spanish]. • Identifies the first sound of the environmental braille label book as "/b/" when asked by an adult. • Produces the sign GORILLA when asked to think of signs that use the A handshape. • Chooses the picture or symbol of a dog when the adult says, "I spy something that begins with /d/.	• Answers, "Sun," after an adult asks, "What word does /s/-/ŭn / make?" • Blends "sư tử" ["lion," in Vietnamese] while playing with toy animals after a teacher says the syllables "sư" and "tử" separately. • Moves individual or contracted braille symbols on flannel board to complete words suggested by adult and then pronounces them. • Modifies the sign CHOOSE to show choosing strategically or choosing randomly. • Finds the letter "D" on an alphabet board when asked by an adult what letter the word "dance" starts with.	• Matches which words from a group of picture cards or braille words start with the "/s/" sound (i.e., "sun," "sand," "sea") and which end with an "-un" sound (i.e., "bun," "run," "sun"). • Points to the picture of the "vaso" ["glass," in Spanish] and "loro" ["parrot," in Spanish], when asked which pictures end in the /o/ sound. • Segments the first and last sounds for each stuffed animal: "/c/-/at/" for "cat", and "/p/-/ig/" for "pig. • Highlights "DOG," "EAT," and "BONE" after being shown a slow-motion video of the ASL sentence DOG EAT BONE. • Uses the word "ALL" separate from "ALL DONE" to indicate those are "ALL MINE."	• Responds, "/s/-/k /-/y/" when an adult asks What are all the sounds in the word 'sky'?" • Sounds out each individual syllable in "muñeca," "mu...ñe. . .ca," when playing with dolls. • Separates braille blocks into individual letter sounds for familiar words. • Produces two different sentences to express the same idea (e.g., "MAN TALL" and "TALL WHO? MAN"). • Uses word predication on device to spell out the sounds in the word "B-E-L-T."

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FLD 5: Alphabetics and Print Knowledge*

Child shows increasing awareness of symbols, characters, or letters in the environment, including identifying how letter and word names, sounds, or fingerspelling correspond to printed text or braille

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier N/A	Later N/A	Earlier N/A	Middle ○	Later ○
		There are no earlier levels for this measure.	**Follows along briefly when an adult names pictures or objects in a book**	**Demonstrates awareness that pictures or objects can represent people or things**
Possible Examples			• Looks with interest at pictures of toys in a book as an adult identifies each toy. • Feels the textures in the board book with their hand, as an adult names the picture "Fuzzy ears." • Looks at the page when an adult points to a picture of a bird in a book and communicates, "Bird."	• Points to a picture of a block in a book when an adult communicates, "Block." • Claps when they see a logo or item that represents a familiar restaurant, store, or business from the community. • Turns pages to find a particular texture in a board book.

***Dual language learners may demonstrate differences in how they approach letter and word knowledge, given that some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).**

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- ◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Distinguishes letters, signs, or characters (e.g., 山 with a picture of a mountain next to it) from other symbols or pictures	**Identifies some (3–10) letters by name in an alphabetic language** **or** **Identifies some characters (e.g., 山; 火) by meaning**	**Identifies about half of letters (11-15) by name in an alphabetic language** **and** **Identifies own name in print**	**Identifies the corresponding sounds or handshapes of about half of the letters in an alphabetic language** **and** **Identifies a few familiar printed words**	**<u>For all children</u>: Identifies the sounds or handshapes of all letters in an alphabetic language** **and** **demonstrates one of the following:** **<u>For children who use a spoken language</u>: Decodes regularly spelled one-syllable words in English or two-syllable words in Spanish** **or** **<u>For children who do not use a spoken language</u>: Identifies a growing variety of printed words**	**<u>For children who use a spoken language</u>: Decodes regularly spelled two-syllable words in English or three-syllable words in Spanish in isolation and within sentences** **or** **<u>For children who do not use a spoken language</u>: Shows understanding of frequently used simple phrases or sentences in written English**
Possible Examples • Points to the letter "B," and not the other symbols and pictures that start with the "B" sound on the page, as an adult reads an alphabet book and communicates, "Where is the letter B hiding?" • Points to the character 火 ["fire" in Mandarin] with a picture of fire next to it and asks, "这是什么？" ["What is this?" in Mandarin]. • Finds a requested braille letter in a twin vision book with uncontracted symbols.	• Points to and communicates the names of the letters: "B," "L," "O," and "E" when pulling out a basket labeled "BLOQUES" ["BLOCKS," in Spanish]. • Identifies a braille letter "T" on a set of braille bricks. **or** • Points to the character 山 ["mountain" in Mandarin) and says in Mandarin, "Shan."	• Points to and communicates the names of the letters: "B-L-O-K-S," when pulling out a basket labeled "BLOCKS." Later, points to and communicates the names of the letters: "A-I-R-P-E-T-N" when pulling out a container labeled "AIRPLANES and TRAINS." • Identifies braille letter symbols using pegs and a swing cell to make braille letters. **and** • Reads each letter of their own name and signs "B-E-A." • Finds their name in braille on their chair at snack time. • Identifies own name on a posted job board or sign in sheet.	• Identifies about 15 letters and their corresponding sounds while reading an alphabet book. • Matches 15 letters and identifies several signs that correspond to the handshape of the letters. **and** • Places the small toy dog next to the word "dog" and the small toy cat next to the word "cat." • Chooses a familiar book by recognizing the braille words on the cover.	• Says the sound of every letter while reading an alphabet book, whether uppercase or lowercase. • Matches all upper and lower case letters and identifies several signs that either correspond to the handshape or the beginning of a printed word. • Identifies all braille letters and when they include Dot 6. **and** • Sounds out the word "map": "/m/-/a/-/p/" in print or braille. • Reads the words "gato" ["cat," in Spanish] and "cama" ["bed," in Spanish]. **or** • Changes the word on the weather board from "sun" to "clouds" when it starts to get cloudy outside.	• Sounds out the word "rabbit": "/r/-/a/-/b/-/i/-/t/." • Returns correct art materials to bins labeled with braille words. **or** • Reads the sentence, "The girl has brown boots." • Goes to the front of the line when they read on the job chart that their role for the day is to be the line leader.

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FLD 6: Writing

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier N/A	Later N/A	Earlier N/A	Middle ○	Later ○
		There are no earlier levels for this measure.	**Makes marks on paper or other surfaces (e.g., tablet) when provided with writing materials**	**Makes scribble lines or imitates simple shapes on paper or other surfaces**
Possible Examples			• Dips finger in paint and makes dots on the table. • Makes marks on a drawing app on a tablet. • Uses a crayon on a screen to explore tactile marks on paper.	• Scribbles and tries to make shapes on large paper. • Uses a crayon to connect back-and-forth marks. • Pushes keys on a braille writer randomly to "scribble" with dots.

***May use invented spelling where only some of the sounds are represented accurately.**

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- ◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Describes their own drawings or scribbles	**Communicates that lines, curves, or drawings they write on paper or other surfaces represent letters, handshapes, characters, or fingerspelling**	**Writes letters or characters that are familiar or are personally meaningful**	**Writes own name or other meaningful words using increasingly more recognizable letters or characters**	**Writes letters on a page to form a simple sentence to communicate opinions or to describe a picture they drew**	**Writes a combination of sentences to communicate ideas, respond to a prompt from an adult, or recount an event**
Possible Examples • Scribbles and communicates that it is a picture of their dog. • Draws circles and lines and communicates that it's a baby and a mommy. • Puts together two tactile objects, a school bus and a child, and describes that their older sibling rides a bus to school.	• Communicates that they are writing their own name, while making marks that are spaced like letters on paper. • Uses an adaptive device to hold a marker to make marks on paper to represent the word "dog." • Communicates that they are writing a story about a bird in its nest, as they push down keys on a braillewriter.	• Writes some of the letters of their own name on a drawing (e.g., OVa for Olivia). • Writes marks to represent the word "媽媽" ["Mama," in Mandarin] at the top of their painting. • Uses a large-key computer keyboard to type out a few letters in their name. • Uses a swing cell to create the letters d and a to represent the word "Dad."	• Writes their own name correctly on a drawing (e.g., Olivia). • Writes by tracing fingers in the sand, "pero" (perro) ["dog," in Spanish]. • Writes the letter "L" to represent the ASL sign LAUGH. • Uses a braille writer to write, "Bella," their cat's name.	• Uses an adaptive pencil grip to write "My dog runs fast," under a picture they made of a dog. • Writes "Te amo, Mami" ["I love you, Mommy," in Spanish] on a drawing. • Writes "Mom AA Min" and signs "MOM LOVE MIN" in ASL. • Uses a braille writer to write, "I like to swim."	• Writes three short sentences describing their morning activities in class in response to a prompt from an adult. • Writes a few sentences about what kind of animal they would like to be. • Uses a braille writer to write a three-page "Book about Me," with one sentence on each page.

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ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding spoken English

Conditional Measure

◯ Measure not rated: English is the only language spoken in the child's home

Mark the latest developmental level the child has mastered:

	Discovering Language	Discovering English	Exploring English
The English Language Development (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 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 degree of exposure to English, level of support provided in their home or first language, and individual differences such as 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-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.**	◯	◯	◯
	Shows understanding that gestures, words, or phrases in any language are used to communicate (may show little understanding of English)	**Attends to and participates in routines conducted in English** **and** **Shows understanding of a few common English words or phrases in familiar contexts or routines**	**Participates in activities conducted in English** **and** **Shows understanding of the meaning of some individually-directed context-based communication in English**
	Possible Examples • Waves after an adult communicates, "Bye-bye," as the adult gets into their vehicle to drive to work. • Orients toward a familiar object when it is named in the home language. • Indicates interest in continuing an activity after an adult pauses to ask if they would like to continue in the child's home language.	• Begins to put toys away when an adult says it is "clean-up" time. • Goes to the back door when an adult communicates, "It's time to go outside and play." • Holds hand above the top of a block tower to show how tall they can make it in response to a question in English, "How tall will you make the tower?"	• Begins chasing the other children when a peer tags them and communicates in English, "Tag, you're it." • Takes two apple slices when an adult at the snack table communicates in English, "If you would like more apple slices, you can have some." • Pushes the button on their communication device that is programmed with their name when asked in English, "What is your name?"

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ELD 1: Comprehension of English (Receptive English) *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:

Developing English	Building English	Integrating English
○	○	○
Shows understanding of commonly used English words or phrases during interactions communicated in English	**Shows understanding of the meaning of conversations or ideas communicated in English** **and** **Shows understanding of some infrequently used English words**	**Shows understanding of most information and concepts communicated in English for both instructional and social purposes**
Possible Examples • Gets jacket after an adult communicates in English, "It's time to go outside and play. Do you want to wear your jacket?" • Kicks the ball toward a peer when the peer says in English, "Do you want to play soccer?" • Chooses an option for free play on their communication board when an adult asks in English, "What do you want to play with today?"	• Offers a shovel to a peer in the sandbox when an adult communicates in English, "It looks like your peer would like to play with you." • Pulls down their sock and looks at their ankle after an adult asks in English, "Did you hurt your ankle when you tripped? • Adds more blocks to a road when a peer communicates in English, "We need a longer road."	• Nods head "yes" excitedly when a peer asks in English if they want to ride bikes together outside. • Brings more blocks after a peer asks in English, "Can you help me build this tower?" and laughs when the peer says, "We will build this tower to the sky!" • Sorts orange and green squash into separate bowls after an adult communicates in English, "Let's separate them by color."

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

Child shows increasing progress toward fluency in using spoken English to communicate

Conditional Measure

◯ Measure not rated: English is the only language spoken in the child's home

Mark the latest developmental level the child has mastered:

	Discovering Language	Discovering English	Exploring English
The English Language Development (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 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 degree of exposure to English, level of support provided in their home or first language, and individual differences such as 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-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.**	◯	◯	◯
	Uses gestures, words, or phrases to communicate in any language	**Uses a few common English words or phrases in familiar contexts or routines**	**Uses a variety of single words or a few short, memorized sequences of words in English**
	Possible Examples • Asks for more food when hungry by using a special word or sign. • Communicates using child's home language, "Mama," or "Dada." • Points to an object they want.	• Communicates, "Bye-bye," when a familiar adult leaves for the day. • Sings the words, "Good morning," in English during the daily morning song. • Communicates, "这是它们 的家" ["This is their home," in Chinese], and says, "Goodnight," in English, while putting some toy farm animals into a toy barn. • Says and signs "elephant" while playing with a toy elephant. • Points to the picture of "water" on their communication board when they are thirsty.	• Communicates words like "hello," "please," or "thank you," in English. • Smiles after taking a bite of a tamale and communicates, "I like it!" • Communicates, "The end!" in English when an adult finishes reading a story to a small group of children. • Says "finish" in English and signs FINISH when an adult finishes reading a story. • Takes the picture symbol for "car" to the adult when they want to play with the cars stored on the shelf.

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

Developing English	Building English	Integrating English
◯	◯	◯
Uses common phrases or short sentences (i.e., three to four words) with common nouns and verbs in English	**Uses complete sentences in English with common connecting or essential words (e.g., "the," "and," "so," "a") and modifiers (i.e., adjectives, adverbs) in English**	**Uses complex sentences (i.e., more than one clause) in English to communicate about a variety of social and instructional concepts and topics**
Possible Examples • Communicates short phrases like "My name is Ava" or "How are you?" to communicate basic needs and greetings in English. • Communicates in English, "I do a house" ["I made a house"], while painting. • Communicates, "The dog 变成一个 lady 了, it's funny!" ["The dog turned into a lady, it's funny!" in English and Chinese], while helping to put a dress on a stuffed dog. • Places the picture of the goldfish cracker at the end of the sentence stem, " I want," indicating their choice for snack.	• Says in English, "The big dog is running fast!" • Communicates to a peer, "My dad ride a ngựa. He go really fast" ["My dad rides a "horse," in Vietnamese; "He goes really fast"], while drawing a horse. • Communicates to a peer while playing with play dough, "I make yummy galletitas y pan. You like it?" ["I made 'cookies and bread' in Spanish; "Do you like them?"] • Says in English, "The glue is everywhere," and signs STICKY.	• Says in English, "After I finish putting away the puzzle, I want to go outside and play with my friends." • Communicates in English, "This is happy new year. This is 媽咪 ["Mommy," in Cantonese] and me. We saw the dragon and took a picture," in response to an adult asking, "Tell me about your picture." • Communicates to a peer, "I ate huevitos ["little eggs," in Spanish]. The huevitos were really yummy! My papi ["daddy," in Spanish] and me, we buy them at la tiendita ["the little store," in Spanish].

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ELD 3: Understanding and Responding to English Literacy Activities

Child shows increasing progress in comprehending literacy activities presented in spoken English (e.g., books, stories, songs, and poems)

Conditional Measure

○ Measure not rated: English is the only language spoken in the child's home

Mark the latest developmental level the child has mastered:

The English Language Development (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 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 degree of exposure to English, level of support provided in their home or first language, and individual differences such as 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-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.

Discovering Language	Discovering English	Exploring English
○	○	○
Attends to a familiar adult looking at books, singing or signing songs, or saying rhymes in any language	**Participates in literacy activities conducted in spoken English (e.g., books, singing songs, or saying rhymes)**	**Communicates understanding about characters of a book, story, song, or poem that is told, read, or sung in English**
Possible Examples • Smiles during a class sing-along of "Itsy Bitsy Spider," and does some of the hand motions. • Looks at pictures in a book for a short time while a familiar adult reads in the home language. • Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page.	• Does all the hand motions of "Itsy Bitsy Spider," during a class sing-along. • Pays attention to an adult telling a story in English on the felt board, after hearing the story in their home language. • Pushes the button on their communication device that is programmed to say their name during the "hello" song in the morning.	• Points to the spider in the English book when the adult asks, "Where is the Itsy-Bitsy Spider now?" • Gestures at a picture of a baby bunny and says, "Baby," while an adult is reading a book about a bear family in English to a small group of children. • Holds up a picture of a bear when the adult asks, "What animal do you see first in the book, Brown Bear Brown Bear?"

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ELD 3: Understanding and Responding to English Literacy Activities *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:

Developing English	Building English	Integrating English
◯	◯	◯
Communicates understanding about some events or actions in a book, story, song, or poem that is told, read, or sung in English	**Communicates understanding about the key ideas (e.g., sequence, flow, plot) of a book, story, song, or poem that is told, read, or sung in English**	**Communicates understanding of the content of a book, story, song, or poem using complex English sentences with a variety of vocabulary and grammatical structures (i.e., more than one clause)**
Possible Examples • Communicates, "Oh no!" when the Itsy-Bitsy Spider gets washed out of the spout in the book. • Imitates the motions the adult makes during an English-language story, such as stomping through grass, and communicates "我在跺脚！" ["I'm stomping!" in Mandarin]. • Uses a communication board featuring faces of various emotions, allowing the child to point to the emotion the character is feeling in the story.	• Looks at a book about a family of spiders with an adult and communicates, "The spiders are sad when the rain comes, but they will be OK." • Communicates, "Baby bear mad! The girl, she eat it all. Lahat ito!" ["The baby bear is mad! The girl, she ate it all," in English; "All of it!" in Tagalog] during a teacher-guided discussion in English about "The Three Little Bears," which has been read aloud and retold on several occasions with props. • Communicates most of the words of "Five Little Monkeys Jumping on the Bed" in English and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping their head.	• Describes the story of the spider family in detail to a peer in English, "At first, I was nervous the spider family wouldn't survive. But they are so smart that they found a way to block their home from the rain!" • Communicates, "She sat in Papa Bear's chair. It was enorme ["enormous," in Spanish]. She sat in Baby Bear's chair. It was teeny and she broke it! She was really scared," while playing with flannel-board characters from "The Three Little Bears." • Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean together.

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MATH 1: Spatial Thinking

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ○	Later ○	Earlier ○	Later ○
Responds physically to experiences in their immediate environment	**Explores, responds to, and acts on objects, people, or own body movements through space**	**Explores the relationship between self and objects or people in space**	**Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space**
Possible Examples • Tracks with eye gaze briefly as an adult moves a toy animal across their view. • Turns head when face is touched. • Stretches after being placed on their back on a blanket.	• Holds a toy animal, looks at it, and mouths it. • Lifts arms toward an adult as the adult reaches down to pick up the child. • Rolls from back to belly and begins to explore the textures of the blanket they are lying on.	• Reaches arm into a toy barn and pulls out toy farm animals. • Tries to squeeze body between a chair and the legs of a table to get a toy. • Fills a small tub with toys until no more toys fit.	• Turns a farm animal to fit it into the barn after it got caught on the door on the first try. • Changes directions to move around several obstacles while pushing a toy shopping cart, sometimes getting stuck. • Puts their arm inside a paper roll, then takes it out and tries to fit the roll on their foot and then moves it back to their arm when putting it on their foot does not work.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together	**Demonstrates understanding of objects in relation to each other or their own body**	**Demonstrates understanding of objects in relation to multiple spatial cues**	**Demonstrates understanding of how an object moves in space (i.e., how objects move, rotate, turn, flip, or slide to move to a new place)**	**Demonstrates understanding about how objects can be moved and combined with other objects to create a new object that they specify in advance**	**Creates a two-dimensional or three-dimensional representation of the patterns or relationships between objects**
Possible Examples • Places toy figures into the appropriate slot inside a tractor. • Moves the pillows of the play couch to make room for another doll and teddy bear. • Attempts to roll a ball down a small tube and, when the ball does not fit, tries a larger tube and rolls the ball into it.	• Communicates that the farm animals sleep inside the barn. • Shakes head to communicate no when an adult asks, "Could you fit in there too?" after a peer crawls into a small play tunnel. • Reaches behind themself and touches a toy, then communicates, "The truck is behind me."	• Attaches the trailer behind the tractor and pulls it along, weaving it between different objects as it "drives." • Squeezes between two shelves and communicates, "I am in the middle!" • Finds a teddy bear sitting on top of a bookshelf after an adult asks during a scavenger hunt to find something in the classroom that is on top of something else.	• Loads the animals into the trailer and manipulates them in several ways so that they don't fall out. • Rearranges objects in a box to close the lid. • Rotates a triangle magnet tile so that one edge lines up with another triangle magnet tile. Then lines up additional triangle magnet tiles edge to edge.	• Builds a barn with pieces that represent a large door and stalls for the animals, using blocks after communicating that they are going to make a barn for the animals. • Combines two triangle blocks, replicating a raised picture of a diamond. • Makes parts of a car out of modeling clay, using a toy car as a model, and then puts it together.	• Uses instructions that include illustrations to build a barn with connecting blocks. • Creates a tactile map of the classroom and shows how to get to the reading area. • Creates three-dimensional shapes using two-dimensional magnet tiles. Puts six squares together to form a cube and creates a pyramid using one square as the base and four triangles as the sides.

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MATH 2: Classification

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ○	Later ○	Earlier ○	Later ○
Attends to people, objects, or events	**Interacts differently with familiar people and objects than with unfamiliar people and objects**	**Associates a person or object with another person or object, based on a similarity or relationship between them**	**Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them**
Possible Examples • Looks intently at a stuffed animal that has been placed nearby. • Quiets in response to an adult's voice. • Closes hand around an adult's finger.	• Smiles when a familiar adult holds up a stuffed toy animal and wiggles it and looks away when an unfamiliar adult tries the same thing. • Reaches for their own special blanket or toy from home amidst other objects or toys to choose from. • Smiles when a familiar adult approaches, quiets when unfamiliar adult approaches.	• Reaches for stuffed toy animal when familiar adult approaches. The same toy animal was used in earlier play with this adult. • Tries to fit shapes into a shape sorter with some success. • Looks at another child when the child's parent walks into the room.	• Picks out some toy animals from a basket with different types of toys. • Takes out all the "firefighter" costume pieces from the costume bin in the dramatic play area. • Puts all the balls back in the same basket during clean-up time and leaves the other toys out.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Sorts objects into two groups based on one attribute, but not always accurately	**Sorts objects accurately into more than two groups based on one attribute**	**Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection based on a different attribute**	**Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute**	**Sorts objects into categories by attributes that are not immediately observable (i.e., other than size, color, and shape) and describes the resulting categorical groups**	**Sorts objects to gather and organize information, compares the groups of objects, and interprets the information**
Possible Examples • Makes a pile of mostly bigger toy dinosaurs next to a pile of mostly smaller toy dinosaurs. • Begins to make an AB pattern by sorting cars and trains into separate piles and puts some of the trains in the pile with the cars. • Sorts rocks into two piles, big and small, after a neighborhood walk.	• Creates piles of toy dinosaurs, putting all the brown dinosaurs in one pile, the green ones in another pile, and the orange ones in another pile. • Puts crayons, pencils, and markers into different containers during clean-up time. • Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	• Creates piles of toy dinosaurs, putting all the brown dinosaurs in one pile, the green ones in another pile, and the orange ones in another pile. Puts them all back in the bucket, then dumps them out again and makes one pile of small dinosaurs and another pile of large dinosaurs. • Makes an ABB pattern with short sticks and long sticks by sorting the "A" part of the pattern (short sticks), and then the "B" part of the pattern (long sticks); then re-sorts and patterns by gray sticks and brown sticks. • Sorts buttons by color, and then re-sorts all of them again by size.	• Creates piles of toy dinosaurs, putting all the brown dinosaurs in one pile, the green ones in another pile, and the orange ones in another pile. Then, separates the brown dinosaurs into small brown dinosaurs and large brown dinosaurs. • Sorts shapes based on number of sides, with rectangles and squares in one group and triangles in another. Then sorts further by type of shape, with rectangles in one group and squares in another group. • Sorts utensils from the play kitchen into spoons and forks, and then further sorts into groups of big spoons, small spoons, big forks, and small forks.	• Sorts dinosaurs into two groups and communicates that one group has the plant eaters and the other group has the meat eaters. • Sorts leaves by touching them and communicates, "These leaves are rough and these leaves are smooth." • Sorts pictures of vehicles on a tablet into three categories and explains, these are for transportation, these go on a farm, and those diggers are for construction workers.	• Places pictures of dinosaurs into two different piles based on what they eat. Then explains that meat eaters have sharp teeth to cut through meat and plant eaters have flat teeth for chewing plants. • Communicates that they sorted shapes based on whether they have equal sides by putting all the equilateral triangles and squares in one group, and the rectangles and isosceles triangles in another group, explaining that no squares are ever in the "non-equal" category because they always have equal sides. • Sorts cards used to track the weather during the month and counts the number of cards in each category to report how many sunny, cloudy, and rainy days there were that month.

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MATH 3: Number and Counting

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ○	Later ○	Earlier ○	Later ○
Notices people or objects nearby in the environment	**Explores one object at a time**	**Attends to quantity in different situations**	**Uses number words, signs, or gestures to communicate about small quantities**
Possible Examples • Shifts their gaze between two people who are close to them. • Calms in response to a familiar adult's touch. • Turns toward a familiar adult's voice.	• Reaches for one object, then releases it when reaching for another object. • Grasps a teething ring and brings it to their mouth, chews on it, bangs it on the blanket, and chews on it again. • Holds a soft toy turtle and pokes a finger into the eyes and nostrils of the turtle's face.	• Opens a counting board book and touches the objects on the page. • Pays attention when an adult counts out one, two, three pieces of banana for snack. • Pulls several cars out of a basket, one by one, and places them on the carpet.	• Counts, "One, three, two" while pointing to each cone, counting some cones more than once. • Holds up two fingers when asked, "How old are you?" (may not be the correct number of fingers). • Claps once per number while chanting "One, Two, Three, Four, Who's knocking at the door?"

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates one of the following within quantities of 20: **(1) correctly uses the number sequence** **(2) uses one-to-one correspondence** **(3) uses cardinality**	**Demonstrates two of the following within quantities of 20:** **(1) correctly uses the number sequence** **(2) uses one-to-one correspondence** **(3) uses cardinality**	**Demonstrates all three of the following within quantities of 20:** **(1) correctly uses the number sequence** **(2) uses one-to-one correspondence** **(3) uses cardinality**	**Demonstrates all three of the following with quantities more than 20:** **(1) correctly uses the number sequence, with no more than two to three errors** **(2) uses one-to-one correspondence** **(3) uses cardinality**	**Demonstrates understanding that numbers up to 100 are composed of tens and additional ones**	**Decomposes numbers greater than 20 into different combinations of ones, fives, and 10's**
Possible Examples • (1) Counts, "One, two, three, four, five, six, seven." • (1) Counts out loud, "¡Uno, dos, tres, cuatro, cinco, seis, ocho, nueve, diez!" [counts to 10 in Spanish, skipping seven]. • (2) Counts four sides of a rectangle by putting one finger on one side, then the next side, and so on. • (2) Moves a bunny four spaces along a number line when asked to make the bunny hop four times. • (3) Counts by signing, "One, two, three . . . three!" when asked how many sides a triangle has. • (3) Communicates, "Three" using a voice output device, when adult counts three flowers and then asks how many there are.	• (1) Points to the correct numbers in a number line as adult counts out loud to 15. • (1) Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese]. • (2) Counts each object in their ABC pattern while pointing, "One, two, three . . . one, two, three" so the ones are repeating, and then the twos, and then the threes. • (2) Matches number cards from communication book to objects. • (3) Counts the sides of a rectangle in their head and holds up four fingers when an adult asks how many sides a rectangle has. • (3) Uses voice output device to answer "Four," after adult counts "One, two, three, four," children and asks how many children are at the table.	• (1) Counts "One, two, three, four, five, six, seven, eight, nine, 10, 11," when asked to count how many ducks there were in the storybook. • (1) Counts up to 20 as they walk along the fence around the play yard. • (2) Counts acorns by communicating a different number word as they touch each acorn, one by one. • (2) Places toy plastic eggs in an egg carton, counting each as they put them in. • (3) Counts 15 peers and communicates, "labíng-limá," ["15," in Tagalog] when asked how many peers are in the class today. • (3) Rings each of six bells, putting each bell down before ringing another, and communicates, "Six," after ringing the last bell.	• (1) Counts the 23 markers in the basket but skips 13 and 17. • (1) Counts steps to 25 while marching but skips 18. • (2) Counts all the vertices of three cubes, putting their finger on each corner and counting 24. • (2) Counts 30 objects by moving them one by one from one tray to another. • (3) Communicates, "32," after counting how many cylinders they used when building a city with different three-dimensional blocks. • (3) Counts 27 monkeys on their tablet and then communicates, "There are 27 monkeys!"	• Uses four tens blocks and three ones blocks to show the quantity 43. • Uses a tray to group 30 counters in three groups of 10 and seven counters separately to make 37. • Arranges beads on the classroom abacus to represent 64 with six 10s and four ones.	• Counts 23 straws by first counting two bundles of 10 straws, "Diez, veinte," and then counts three loose straws, "veintiuno, veintidós, veintitrés," or counts 23 straws by first counting four bundles of five straws, "cinco, diez, quince, veinte," and then counts three loose straws, "veintiuno, veintidós, veintitrés." • Uses a tray to group 57 counters by five 10s, one five, and two ones. • Makes five groups of five pom-poms in five different cups and communicates, "There are 25 pom-poms."

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MATH 4: Number Operations

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier **N/A**	**Later** **N/A**	**Earlier** ○	**Later** ○
	There are no earlier levels for this measure	**Demonstrates awareness of changes in quantity**	**Recognizes that single objects can be put together in groups of two**
Possible Examples		• Shows excitement when the adult reads the Eric Carle counting book, "The Very Hungry Caterpillar," and points to the larger quantity of fruit on the page, when the adult asks, "What would make the hungry caterpillar grow big so he can turn into a butterfly?" • Gestures for more when playing with blocks. • Dumps small cars out of a bucket and looks inside the empty bucket.	• Puts two felt fruits next to each other on the felt board when the adult asks what the hungry caterpillar wants to eat. • Lines blocks up in pairs. • Finds two shoes and puts them next to each other.

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- ◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates understanding of quantities up to five	**Adds to or subtracts (takes away) from quantities in familiar contexts, without determining the total quantity**	**Solves addition and subtraction problems up to five in familiar contexts**	**Solves addition and subtraction problems up to 10 in familiar contexts**	**Decomposes (breaks apart) a quantity up to 20 in more than one way**	**Solves addition and subtraction problems up to 20**
Possible Examples • Points to four felt fruits on the felt board when the adult asks if they can show that the caterpillar wants five fruits today. • Makes four sounds using an assistive device for the first four beats of the song B-I-N-G-O. • Shows three fingers when asked, "How old are you?"	• Adds three fruits to the two on the felt board, when the adult asks, "How many fruits does the caterpillar want to eat today?" Then takes two strawberries off the felt board to show that the caterpillar ate them. • Communicates, "Ahora tenemos más," ["Now we have more,"] in Spanish when adding a third block to the two collected. • Removes a broken crayon from a small pile of crayons, then adds two new crayons to the pile.	• Takes two oranges from the five on the felt board, when the adult asks, "What if the caterpillar wants to save some for later?" Then holds up three fingers to show there are three oranges left. • Counts the total number of blocks after putting two and three blocks together. • Puts two monkeys in the tree when the adult tells a story about three monkeys climbing up a tree, and one falls down.	• Places nine fruits on the felt board when the adult communicates, "Let's see what the caterpillar is going to eat on Thursday (four) and Friday (five). When the adult asks," What happens if he gets full after eating five fruits? How many would be left?", the child removes four fruits from the felt board. • Counts backwards "Mười, chín, tám, bảy," [Ten, nine, eight, seven," in Vietnamese] when asked how many would be left if they take away three blocks from the pile of ten. • Opens a bag with three apple slices in it, then holds up four fingers when an adult asks, "If you wanted seven apple slices, how many more would you need?"	• Moves seven fruits from the 15 fruits on the felt board next to one caterpillar and moves the other eight fruits next to another caterpillar, when the adult asks, "How could the fruits be shared?" Then moves the fruits to give 10 to one caterpillar and five to the other after the adult asks, "One of the caterpillars is hungrier than the other, how else could the fruit be shared?" • Starts with 18 connected cubes and creates two connected lines of 9 cubes each. Then, separates the cubes into three groups of 6 when asked if they could combine them in a different way. • Takes 12 stickers and shares eight with one peer and four with another. Then explains they could give each peer six stickers when an adult asks, "How else could you share the stickers with your friends?"	• Communicates that the caterpillar ate 10 fruits and now there are five pieces left while moving 15 pieces of fruit on a felt board. • Communicates, "It's 10 blocks because five, 10, 15 . . . it goes up by fives," when solving 15 minus five in a word problem about making a block tower shorter by five blocks. • Draws 12 orange circles, crosses out two of them, and writes the number 10, when an adult asks, "If you have 12 oranges and you eat two, how many do you have left?

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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 **N/A**	**Later** **N/A**	**Earlier** ○	**Later** ○
	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 aid (stander) at the water table. • Dumps the toy bears in a large cup and then pours them into a smaller cup.

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- ◯ **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:

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 to the top with water, then pours the water into a different-shaped container to find out 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.	• Fills a cup marked in ounces and pours it into a container marked in cups during a class cooking activity. Then communicates, "It takes eight ounces to fill up one cup." • 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.

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SCI 1: Cause and Effect

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ○	Later ○	Earlier ○	Later ○
Responds or shows anticipatory excitement to people, objects, or actions	**Repeats the same action with the same objects or people that produced an effect**	**Repeats the same action with different objects or people**	**Explores possible causes of actions or events**
Possible Examples • Widens eyes or opens mouth when a bottle or nipple is presented. • Quiets in response to an adult's voice. • Orients toward the sound of a musical toy nearby.	• Moves hands in the water coming from the faucet, while their hands are being washed. • Kicks repeatedly at a dangling toy, making it move. • Vocalizes, gains a familiar adult's attention, and vocalizes again.	• Claps hands together when they are wet, then pats their wet hands on a surface. • Moves an adult's hand to cover the adult's eyes to continue a game of peek-a-boo, then covers their own eyes with their hands. • Bangs the top of a new toy to get it to open the same way another, more familiar toy opens.	• Spins a water wheel with their hand after watching a peer pour water into it to make it spin. • Looks up in the sky and points when hearing a plane flying overhead. • Pushes on different parts of a toy to try to make music turn on again.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Acts on objects based on their features	**Shows anticipation of effects of actions or events**	**Offers possible explanations for why certain actions or behaviors result in specific effects**	**Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results**	**Shows understanding that effects may arise from causes that are not easily perceived**	**Applies understanding of cause-and-effect relationships to plan investigations and draw conclusions about causes of observable events**
Possible Examples • Uses a cup to pour water into a water wheel to make it spin at the water table. • Pulls, or gestures for an adult to pull, a tab in an interactive book. • Presses down on the hand soap dispenser to put soap in their hands.	• Uses two cups to pour water into the water wheel to make it spin longer. • Goes to put on their boots after observing it is raining outside. • Gets rocks to hold paper down during an outdoor art activity on a windy day.	• Communicates that the water wheel won't spin because the water table doesn't have enough water left. • Communicates, "El hielo se está derritiendo," ["The ice is melting," in Spanish] "and it's water now because the sun is hot." • Points to wilted leaves on a plant and gestures to fill up the watering can. Communicates that the plant needs water.	• Uses different sized cups to pour water into a water wheel and comments that the wheel spins longer and faster when they use the bigger cup. • Kicks a ball and then communicates, "Wait, stand back because I'm going to kick it harder this time," when playing outside. • Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over.	• Communicates that the water from the hose is warmer than the water from the faucet inside, and wonders if it is because the hose is in the sun. • Communicates, "We need to wash our hands with soap to get rid of the germs, so we don't get sick." • Draws pictures detailing how they eat food to give energy to their brain to help them learn.	• Communicates during a demonstration in class about how water from a hose makes the small stream in the sand deeper and wider the longer it flows. Connects this back to the book an adult read in class on erosion. • Keeps track of the effect of light on plants by taking daily pictures of one plant placed near a window and a similar plant placed in a shaded area away from the window. • Places a marker to show how far a marble travels on the ground each time it rolls down a ramp of a different height.

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SCI 2: Inquiry Through Observation and Investigation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ○	Later ○	Earlier ○	Later ○
Responds to people, things, or sounds	**Shows interest in people or things in the environment**	**Attends to responses of objects or people that result from own actions**	**Engages in simple, purposeful explorations of familiar objects in the environment**
Possible Examples • Orients toward a person who comes into view or begins talking. • Notices and gazes at their own hand. • Calms when an adult caresses the child's face.	• Mouths a squishy block, shakes it, and then mouths it again. • Watches the movements of another child nearby. • Places hands on top of an adult's hands when the adult is exploring a new texture or setting.	• Grasps a basket with a few blocks in it, turns the basket over, dumps out the blocks, and then scatters the blocks around with their hands. • Makes a sound and smiles when an adult turns toward them and makes the sound again. • Activates a musical toy, then repeats the action to make the sound again.	• Stacks a few blocks on top of each other and then knocks them down. • Tries using a ladle to scoop water from the water table into a bucket and then tries using a cup. • Uses hands to explore a "sensory" bag filled with gel and pompoms.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Engages in extended explorations of objects and events in the environment	**Makes simple predictions about objects and events of interest in the environment**	**Carries out an exploration or investigation to check predictions and test out solutions**	**Identifies information, gathered from an exploration or investigation, that is relevant to answering questions**	**Generates new questions based on information gathered and findings of explorations or investigations**	**Plans and carries out systematic explorations or investigations to collect data that will provide evidence relevant to specific questions**
Possible Examples • Stacks blocks to build a barn for toy farm animals and then uses long blocks to build a corral next to the barn. • Takes a variety of shells out of a bucket and separates the bumpy ones from the smooth ones. • Drops objects made of wood, metal, or cotton into a metal bowl to see what kind of sound they make.	• Stacks several blocks one on top of the other and communicates that they think their tower will be as tall as the table before it falls down. • Communicates, "I think if we add water, it will be pegajoso," ["sticky," in Spanish] when an adult suggests adding water to play dough. • Holds up the metal keys in response to the adult asking which object will be the loudest if dropped in the bucket. • Carries a full cup of water carefully from a bucket to the sand area, dumps the water out, moves quickly back to the bucket, then carefully carries a full cup to the sand area again.	• Communicates that they think a block is heavier than a feather and holds a block in one hand and a feather in the other hand, to see which one feels heavier. • Predicts the temperature will be higher today because the sun is out, then volunteers to check the thermometer. • Holds up the tennis ball when asked which ball they think will roll down faster, then proceeds to test out the different balls by rolling the tennis ball, golf ball, and table tennis ball down a ramp.	• Communicates that one block tower was able to hold the book because it has a strong foundation, and points to the bottom, whereas the other block tower used bigger blocks but was not as strong, and points to gaps between blocks. • Studies a collection of leaves to tell which ones belong to the same tree by identifying their color, shape, and texture. • Lines up different shells on a chart and marks whether there are more or less of each kind, in response to an adult's question about which shells there are more of.	• Asks, "What will happen if I change the type of blocks I use?" after exploring what makes a good foundation when building a tower that can hold a book. • Looks at a calendar that shows the weather for each day of the last week and asks, "Why did it snow only on some days? What makes it snow instead of rain?" • Communicates, "Red and blue make purple. I wonder if I mix white with red and blue, if it will be a light purple."	• Communicates that they think their tin foil boat can hold a lot of blocks while it floats on water and then places a few blocks in the boat and continues to add blocks one by one to find out how many it can hold before it sinks. • Places different materials, such as wax paper, cardboard, or clear plastic, in front of a beam of light to figure out if different materials let through different amounts of light. • Organizes a collection of shells and describes differences and similarities between them in response to the question, "What kinds of animals live in different shells?"

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SCI 3: Documentation and Communication of Inquiry

Child develops increasing capacity to describe, record, and communicate about their observations and investigations

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier **N/A**	**Later** **N/A**	**Earlier** ○	**Later** ○
	There are no earlier levels for this measure.	**Identifies objects or actions in the environment**	**Communicates about characteristics (e.g., color, size, texture) of an object or action**
Possible Examples		• Notices a butterfly in a board book, when asked, "Where is the butterfly?" • Points to a rabbit in its pen, then points to a picture of a bunny. • Notices the adult preparing food and moves body excitedly.	• Communicates that it's orange and points to an orange and brown butterfly. • Communicates that the stuffed animal keeps falling over when they try to stand it up. • Jumps up with their hands above their head when an adult communicates, "Whoa, look at that tree!" and then smiles when an adult says, "You're right, it's tall!"

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- ◯ **Unable to rate this measure due to extended absence.**

Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Notices differences in characteristics between objects or actions	**Provides representations (e.g., drawings, models, communications) that include general features about objects or actions in their environment**	**Provides representations of the details of objects or actions in their environment, with some accuracy**	**Communicates about information that they helped to gather (e.g., tallying, charting, simple graphing, or complex drawings)**	**Identifies patterns and draws simple conclusions based on recorded information**	**Identifies and communicates how the evidence informs the questions or problems explored**
Possible Examples • Communicates that one butterfly is flying and the other butterfly is sitting on a leaf. • Communicates that a worm is "más blando" ["more soft," in Spanish] and a caterpillar is "más duro" [more rough," in Spanish]. • Sifts through a bowl of leaves, takes some leaves out, and makes a pile.	• Creates a simple drawing of a butterfly with wings. • Holds their arms out like a tree, and sways back and forth, communicating, "I'm like the tree in the wind outside." • Wears bird wings and flaps them while moving around the room and making bird sounds.	• Creates a drawing of a butterfly that includes antennae and legs. • Observes a bird nest and creates a model nest, using clay, twigs, and other materials, using their communication board to communicate the bird nest as "home." • Rolls a piece of clay to make a caterpillar, creating detailed ridges in the body using a utensil, and demonstrates the caterpillar inching along the table.	• Creates a detailed drawing of a butterfly based on their observations, which includes a head, eyes, antenna, body, legs, and wings. • Sorts flannel-board animals into two columns, animals that live in the water and animals that live on land, and then points to the longer column when asked which has more. • Collaborates in collecting data, using tally marks to show objects that stick to a magnet and objects that do not, and shares results in a discussion facilitated by an adult.	• Observes a chart comparing the life cycle of butterflies and moths and communicates that they both start as eggs and then become larvae. • Uses tally marks to record other peers' favorite colors. Then counts the tallies and communicates, "Six like green and five like pink. Green is the most favorite color." • Points to the tallest bar on the graph after an adult asks during a classroom activity on voting for a new playground addition, "Which option is the most popular?"	• Notices on a chart that butterflies are active during the day and moths are active at night, and wonders if that is the reason why butterflies are colorful and moths are not. • Studies pictures of different animal teeth and matches them correctly to whether they are a carnivore, herbivore, or omnivore, pointing to the types of teeth when an adult asks, "How do you know?" • Feels the texture of different tree bark and compares this to information on how wide the tree is, and communicates, "The wider trees have rougher bark, and we learned wider trees mean they are older, so older trees have rough bark."

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PD 1: Perceptual-Motor Skills and Movement Concepts

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ○	Later ○	Earlier ○	Later ○
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	**Responds to sensory information by moving body or limbs to reach for or move toward people or objects**	**Uses sensory information to control body while exploring people, objects, or changes in the physical environment**	**Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task**
Possible Examples • Responds to being touched on the cheek by turning toward the touch. • Closes eyes in response to a bright light being turned on. • Quiets in response to an adult singing.	• Stretches body while lying on their back on a blanket, rolls to the side and reaches toward an object. • Turns toward the sound of toy keys rattling, then reaches out to grasp the keys. • Gazes at, then reaches toward, glasses on an adult's face.	• Crawls up a ramp to a platform, then sits on the platform. • Dabs fingers in water before placing their whole hand in the water. • Sits on an adult's lap when the adult begins to sing. Then turns their body and leans back to reach toward the adult's face, while maintaining balance.	• Pauses when using an assistive mobility device and drops to sit and scoot down a small slope. • Turns body to squeeze between a shelf and chair to retrieve a toy that fell on the floor. • Reaches arms up to the adult to be picked up. When picked up, wraps their legs and arms around the adult to "hold on."

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

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment	**Adjusts, with adult support, various aspects of movement (e.g., spatial, directional) in relation to people and objects in familiar spaces**	**Adjusts, on own, aspects of movement in relation to people and objects in familiar spaces**	**Adjusts, on own, aspects of movement in unfamiliar spaces (e.g., during new activities, on different surfaces)**	**Adjusts movement of body in time and space to meet the requirements of the activity**	**Adjusts various coordinated body movements in relation to others' coordinated body movements**
Possible Examples • Takes slower, shorter steps to walk down a ramp or hill, and longer, faster steps to go up. • Uses arms to push a container of wooden blocks that does not move, then leans body forward to push harder. • Bends down to crawl into a tunnel and then stands or sits back up.	• Moves back from the child in front of them when they are playing Follow the Leader up a hill, after an adult communicates, "Make sure you have enough room without bumping into anyone." • Moves around under the climbing structure without bumping into the slide or poles supporting the structure. • Maintains distance with other children when following an adult marching but may need prompting to use additional sensory systems or supports.	• Slows pace while walking down a hill to leave room for the child in front of them. • Navigates around obstacles in the classroom using additional sensory information or supports without being prompted. • Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.	• Uses their walker to walk more carefully down a small hill after slipping on wet grass during a nature walk. • Tries several different ways to move through sections of a new obstacle course. • Starts and stops movements of different body parts during a "freeze dance" game.	• Lies down on a grassy hill with their arms held close to their sides and rolls down, laughing. Then jumps up, runs to the top, and does it again. • Shifts their feet to go sideways so they regain balance when walking along a balance beam. • Moves in sync with others who are moving in the same direction while dancing, marching, or using arm/hand movements during simple songs and done in alternative positions.	• Pulls on a rope tied to a basket of balls, and coordinates with two peers who are also pulling, to drag a basket of balls up to the top of a small hill. • Engages in a soccer-type or tetherball-type game, maintaining spacing of self in relation to other teammates, and passing the ball when another teammate is open, using an assistive device if needed. • Maintains group spacing in a sequenced ribbon dance and moves ribbons in unison with other dancers.

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PD 2: Gross Locomotor Movement Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○
Turns head, and moves arms and legs, moving in response to touch, sound, or movement nearby	**Holds head and torso upright against gravity**	**Coordinates movements of whole body to move into and out of positions, crawl, or scoot on bottom**	**Coordinates movements of whole body while upright, using support, to move from one place to another**	**Coordinates movement of whole body while upright to move from one place to another**
Possible Examples • Kicks their legs up and down after being placed on a blanket on their back. • Responds to a sudden loud noise by extending their arms and legs and then pulling them back in. • Turns their head toward a source of light or sound.	• Lifts up their head and upper torso while lying on belly and reaches out toward an object with one arm. • Holds their head and torso upright when being held. • Pushes up with their arms and legs to be on their hands and knees, and rocks back and forth briefly.	• Moves from lying down to a sitting position, then moves onto their hands and knees and begins to crawl forward. • Scoots toward a familiar adult. • Crawls to a low shelf, then kneels while playing.	• Takes steps sideways or forward while holding onto furniture. • Stands up with support of a therapeutic walker. • Walks forward steadily while pushing a cube chair.	• Stands up from squatting after picking up a toy, takes a few steps, and squats again to play with the toy. • Walks, using a therapeutic walker, toward a table to play with play dough. • Walks through the door to the outside play yard, which has a small step down.

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

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Coordinates movement of the whole body to move off the ground momentarily	**Shifts from one repeated locomotor movement to another locomotor movement**	**Combines two or more locomotor movements that involve transitions, with some success**	**Combines a variety of locomotor movements to move effectively across a range of activities**	**Combines a variety of locomotor movements with control, flexibility, speed, or rhythm**	**Applies a variety of locomotor movements with manipulative and stability skills to organized games and dance activities**
Possible Examples • Crouches down and jumps up, with both feet briefly leaving the ground. • Bounces on a trampoline holding onto a bar; their feet may or may not leave the surface. • Runs in short bursts across the playground.	• Walks up a few stairs, then turns and walks back down the stairs. • Moves along a low balance beam stepping sideways, then hops down and runs back to the other end to start over. • Navigates changes in surface and direction, using a therapeutic walker.	• Crouches down and then jumps forward, then takes a few steps and jumps again. • Moves quickly from sitting to standing to running to play games such as Duck, Duck, Goose or Musical Chairs using hand-holding assistance. • Climbs up the ladder using the rails on either side, and then sits down to go down the slide.	• Swings arms back and then forward in preparation for jumping. Jumps over a line on the ground and then runs toward the swings. • Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again. • Climbs up and down climbing equipment such as an inverted arch ladder.	• Dodges to the side while running to avoid being touched by another player during a game of tag, then runs the other way. • Plays games that require sustained reaching and holding of upper or lower body positions. • Leaps over small objects with a rhythmic stride while running.	• Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air and passing it to a teammate. • Runs and moves with a ball down the field, using a walker, as in the game of soccer. • Simultaneously steps toward a T-ball stand while swinging a bat to hit the ball using an assistive device.

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PD 3: Gross Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○
Orients to nearby objects	**Uses arms, legs, or body to move toward, reach for, or mouth objects or people**	**Uses arms, legs, or body to engage in simple, repeated actions on objects** **and** **Manipulates objects differently based on their properties**	**Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing**	**Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability**
Possible Examples • Turns their head toward a ball that is swinging from a mobile nearby. • Stills movement of their arms and legs while attending to a toy. • Waves their arm toward a bottle when it is brought close to them.	• Rolls onto their side and reaches toward a ball while lying on a blanket. • Grasps a teething ring, brings it to their mouth, and bites down on it. • Pats the adult's face while being held.	• Moves to a ball, pushes it away, then moves toward it and pushes it again. • Bangs a cup on a table, then pushes a plate back and forth. • Splashes their hands in water.	• Sits with their legs apart and traps a rolling ball with their arms. • Picks up and drops blocks while holding onto a low table. • Crawls toward a basket while holding onto a beanbag and then drops the beanbag inside the container.	• Catches a large ball while in a stationary position, spreading their arms wide to bring it in and trap it against their body. • Throws a beanbag forward from a standing position. • Approaches a stationary ball, stops, and pushes the ball with their foot, then steadies themself.

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

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Manipulates objects using arms, legs, or body, with stability but limited coordination	**Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy**	**Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements**	**Applies a variety of manipulative skills, in combination with locomotor skills, to control and use objects for specific play activities or tasks**	**Combines a variety of manipulative skills with locomotor and stability skills in a variety of play activities or tasks with control, flexibility, speed, or rhythm**	**Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities**
Possible Examples • Swings their leg back to kick a stationary ball while standing in place using a walker. • Practices throwing a ball by bringing it behind their head, sometimes dropping it, but continuing the arm motion. • Carries and passes out carpet squares to peers at circle time, sometimes dropping them.	• Steps and kicks a stationary ball by stepping up to the ball and then kicking, pausing briefly between stepping and kicking. • Squats, picks up, and stacks large blocks. • Reaches up to get their bag from their cubby, pauses to regain balance, and then pulls down their bag.	• Runs up to a stationary ball, plants one foot next to it, and then swings the other leg to kick the ball with force. • Uses both hands to catch a beanbag tossed to one side of their body, while standing with a supportive device. • Strikes a ball off a cone, using a bat or racquet, with a horizontal swing.	• Handles a ball, bouncing it on their knee a few times in a row, misses, and then kicks it to a peer standing nearby. • Runs and kicks a ball. • Throws a ball with one hand while maneuvering a power chair with the other.	• Plays catch with a peer using progressively more force to throw the ball while moving farther away from the peer. • Holds jump rope handles in each hand, turns the rope, and jumps multiple times in a row. • Uses hook and loop paddles to catch and throw a ball quickly to a peer, using a fluid movement to grab the ball and throw it back to the peer.	• Plays soccer with peers, moving a ball down the field, kicking it to a teammate, and sometimes tossing the ball inbounds. • Uses a hoop, ball, balloon, or other manipulative object while moving in a rhythmic sequence. • Balances on one leg and lifts their arm up while dancing.

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PD 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○
Moves arms and hands	**Uses arms or hands to make contact with objects in the environment**	**Grasps objects with hand**	**Grasps objects with fingers and thumb**	**Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects**
Possible Examples • Makes small movements of arms and hands near the sides of body. • Brings fist to mouth. • Curls fingers around an adult's finger.	• Reaches toward a toy and bats it with their hand. • Pulls an object closer, using a raking motion. • Moves arms and hands toward an object.	• Uses fingers and palm to grasp a toy. • Holds a squishy squeaky toy with whole hand and squeezes it. • Holds a spoon with a full fist while being fed by an adult with another spoon.	• Pinches cereal pieces between finger and thumb. • Uses a thumb and fingers to grasp the handle of a toy, which has been adapted with foam. • Picks up a stacking ring using a thumb and fingers.	• Grasps and turns a doorknob but may not have the strength or coordination to open the door. • Scribbles back and forth on the pavement with sidewalk chalk, using one hand and an adaptive holder or handle on the chalk. • Pushes pegs into play dough using both hands.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body	**Acts on objects with both hands working together to coordinate different movements**	**Manipulates objects with accuracy and coordination**	**Performs, with efficiency, a variety of tasks that require precise manipulation of small objects**	**Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects**	**Performs a variety of tasks with sequential steps that require the precision of one hand while manipulating or repositioning small objects in that hand**
Possible Examples • Tears a piece of paper with one hand while holding the paper still with the other. • Presses pegs into a pegboard stabilized with a non-slip mat, placing one hand on the board and using the other to pick up and press in the pegs. • Scoops sand into a container with one hand while holding the container with other hand.	• Holds a piece of paper with one hand, and with the other hand snips into the edges of the paper using safety scissors. Then rotates the paper to continue snipping into the other edges. • Pulls apart two connecting blocks, and then lines them up to connect them back together. • Pushes a cord or pipe cleaner through a large bead using one hand, while threading the bead onto the cord with the other hand.	• Uses adaptive scissors to cut a piece of paper into multiple pieces. • Peels a sticker off a page by holding onto the paper with one hand and pulling off the sticker with the other. • Uses tongs to pick up different-colored pom-poms and place them in a bowl.	• Uses scissors held in one hand to cut lines or simple shapes. • Traces lines that are angled or curvy on paper, using a pencil with an adapted grip. • Uses tongs to pick up different-colored pom-poms, dip them in glue, and stick them close together on construction paper to create a rainbow.	• Uses scissors held in one hand to cut a pattern that has angles and curves, occasionally pausing to reposition the paper with the other hand. • Makes a necklace by picking up small beads one by one and then stringing them through their narrow holes, using a pipe cleaner if needed for additional stability. • Latches together and zips up small zippers on clothing.	• Uses scissors held in one hand to cut a complex pattern that has angles and curves, while maintaining a continuous cutting motion. • Holds and manipulates multiple marbles in one hand and drops them one at a time into a marble maze. • Ties their own shoelaces in bows.

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HLTH 1: Safety

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

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ○	Later ○	Earlier ○	Later ○
Reacts to unpleasant events (e.g., sounds, touch)	**Responds to situations that feel unsafe**	**Seeks a familiar adult in situations that feel unsafe**	**Follows adults' guidance about basic safety practices**
Possible Examples • Startles in response to a loud sound. • Closes their eyes in response to a bright light. • Cries when touched by a cool washcloth.	• Makes a distressed sound and turns toward a familiar adult in response to a loud sound. • Clings to a familiar adult during a thunderstorm. • Cries when an unfamiliar adult approaches.	• Leans into the familiar adult who is holding them in their arms as they cross a busy street. • Turns away from an unfamiliar adult and moves toward a familiar adult. • Looks to a familiar adult for reassurance before moving carefully down a ramp	• Accepts a familiar adult's hand and holds it before crossing the street. • Pets a rabbit softly when a familiar adult communicates, "Touch gently." • Stops walking after a familiar adult communicates, "Wait, the floor is wet and slippery there."

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Follows basic safety practices in familiar situations with adult supervision	**Follows basic safety practices, on own, in familiar situations, with occasional adult reminders**	**Anticipates the need to follow basic safety practices in various situations**	**Demonstrates understanding of the primary features of some safety practices**	**Demonstrates understanding of potentially safe and unsafe situations** **and** **Demonstrates safe behaviors**	**Communicates detailed strategies for staying safe**
Possible Examples • Takes an adult's hand when approaching a crosswalk. • Pets a rabbit as an adult watches. • Tries to buckle their own seat belt as an adult buckles other children into a multi-child stroller.	• Reaches for an adult's hand and waits for the adult to say it is safe to cross the street. • Slows tricycle as a peer approaches. • Follows another child at a safe distance when climbing up the ladder to the slide, with an adult's reminder	• Communicates that they must look out for cars before crossing the street with an adult or walking in a parking lot. • Brings a helmet for an adult to put on the child's head before riding a bike in the yard. • Goes to wash their hands after an adult asks, "What do we need to do before eating a snack?"	• Stops, looks both ways, and listens for cars to make sure the street is clear before crossing with an adult. • Gestures to put sunscreen on all the places where their skin is exposed. • Communicates, "Para!" ["Stop," in Spanish] when another peer is running in the classroom, and continues, "Use walking feet."	• Stops at a crosswalk because cars are coming and waits until they pass. Looks both ways and listens to make sure the street is clear before crossing with an adult. • Pauses, checks their footing, and shifts their body to a more secure position while walking along a low balance beam. • Turns scissors to place them in a cup with the blades pointing down, after a peer put them in with the blades pointing up.	• Communicates that they must pause, look both ways, and listen to make sure the street is clear, and checks the crosswalk sign before crossing the street with an adult. • Communicates, "I'm finishing my snack before I play tag because if I run with food in my mouth, I could choke." • Communicates, "We have to move in a line because if we all get up at once and try to go out the door, we could get stuck or hurt!" when discussing fire drills.

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HLTH 2: Understanding of Health and Wellness

Child shows increasing knowledge of health and the ability to respond effectively to internal cues from their body to support wellness

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier **N/A**	**Later** **N/A**	**Earlier** **N/A**	**Later** ○
		There are no earlier levels for this measure.	**Indicates awareness of some internal cues from the body (e.g., hunger, fatigue)**
Possible Examples			• Gestures that they want food as lunchtime approaches. • Communicates, "Owie," after a block tower falls on their hand. • Grabs their blanket when they get tired.

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HLTH 2: Understanding of Health and Wellness *continued*

- ◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle ◯	Later ◯
Communicates about some internal cues from the body	**Demonstrates some understanding of their own feelings of wellness**	**Takes steps to address cues from the body, including seeking adult support, some of the time**	**Demonstrates curiosity about behaviors related to health and wellness**	**Communicates understanding about causes of health and wellness, including knowledge of healthful foods**	**Initiates wellness activities based on internal cues from the body or knowledge of classroom routines**
Possible Examples • Communicates that their stomach is grumbling. • Holds up arm and communicates, "I have a boo-boo. It hurts." • Nods their head "yes" when an adult asks them, "Do you want to rest there for a little bit longer?"	• Declines a second serving of food, indicating that they feel full. • Communicates, "No me siento bien" ["I don't feel well," in Spanish]. • Raises their hand to indicate "me" after an adult asks, "Who has clean teeth?"	• Gestures to an adult for a drink of water when they feel thirsty. • Communicates to an adult that they want to lay down, as they rub their eyes. • Communicates, "Me duele la oreja" ["My ear hurts," in Spanish], to an adult.	• Tastes a new vegetable for the first time after an adult explains that vegetables have vitamins that help us be healthy and strong. • Communicates with their hand to their chest, "My heart beats faster when I run. Why does it do that?" • Looks at a picture of the digestive system in a book, tracing their finger from the mouth down the esophagus to the stomach.	• Communicates that their stomach digests food so that they can have energy. • Points to the beans on their plate when asked, "Which food has protein?" and flexes their arm muscle when asked, "And what does protein help with?" • Communicates, "My brother got a cavity because he didn't brush his teeth."	• Gets up to play right after lunch, then sits back down, and communicates that they need to wait a bit because their tummy is still full. • Fills their water bottle before going outside on a warm day. • Throws away the tissue and washes their hands after blowing their nose.

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HLTH 3: Personal Care Routines: Hygiene

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

Conditional Measure

◯ I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ◯	Later ◯	Earlier ◯	Later ◯
Responds in basic ways during personal care routines that involve hygiene	**Responds in ways that demonstrate awareness of a hygiene routine**	**Anticipates one or two steps of a hygiene routine**	**Participates in own hygiene routines, with an adult**
Possible Examples • Looks at adult's face, or quiets, during a diaper change. • Closes eyes when face is washed. • Kicks legs during a diaper change.	• Attends to an adult's actions during diapering routine. • Grabs for the washcloth as an adult washes the child's face. • Shows excitement during bath time.	• Pulls at diaper or pants when diaper needs to be changed. • Puts hands under a faucet before an adult starts to turn on the water. • Turns head toward or away from a tissue when an adult tries to wipe the child's nose.	• Communicates to an adult the need for help with toileting or for a diaper change. • Rubs hands together under a faucet after an adult turns the water on. • Tries to blow nose into a tissue when helped by an adult. • Lines up at sink to wash hands before lunch time.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle ◯	Later ◯	Earlier ◯	Middle N/A	Later N/A
Carries out some steps of own hygiene routines, with specific adult guidance or demonstration	**Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them**	**Initiates and carries out most steps of familiar hygiene routines on own**	**Initiates and completes familiar hygiene routines on own**	**There are no later levels for this measure.**	
Possible Examples • Uses toilet (pulls down pants, sits, etc.), but may need an adult's assistance with wiping. • Gets a tissue and wipes their own nose, then throws the tissue away and washes their hands, when an adult shows them how. • Gets their own toothbrush and gives it to an adult after meals when asked.	• Uses the toilet on their own and flushes after adult reminder. • Washes and partially dries hands, and then dries them completely when suggested to do so by an adult. • Takes toothbrush after an adult puts toothpaste on it, begins to brush teeth, and needs to be reminded to brush teeth in the back of the mouth.	• Uses toilet on their own, sometimes forgetting to do one step, such as washing hands. • Washes hands before eating and usually remembers to use soap. • Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.	• Uses toilet on their own, completing all steps, including washing hands. • Coughs and sneezes into elbow most of the time. • Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on their own.		

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HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Conditional Measure

◯ I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ◯	Later ◯	Earlier ◯	Later ◯
Responds in basic ways during feeding	**Engages in the process of being fed**	**Feeds self some food items using fingers or hands**	**Explores the use of tools when feeding self, sometimes with adult support**
Possible Examples • Turns toward an adult's touch during feeding. • Sucks on the nipple of a bottle or breast. • Gazes at or nuzzles up to an adult when feeding.	• Closes lips around food on a spoon. • Puts one or both hands on a bottle or breast while being held during feeding. • Shows excitement as an adult approaches with a bottle or bowl.	• Uses their fingers to put small pieces of sweet potato in their mouth. • Holds and bites a banana. • Uses their whole hand to scoop rice and eat it.	• Uses a spoon to eat rice porridge from a bowl, with the adult sometimes assisting with scooping. • Drinks from a water bottle while an adult guides the water bottle. • Tries using a spoon to eat chopped fruit, sometimes dropping pieces, then picks up pieces of fruit with their fingers and eats them.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle N/A	Later ◯	Earlier ◯	Middle N/A	Later N/A
Feeds self different types of foods, some of which may involve the use of tools		**Serves self or others by opening packages or scooping or pouring from containers**	**Prepares simple foods to serve to self or others**	**There are no later levels for this measure.**	
Possible Examples • Drinks water from a cup and asks for a refill. • Uses a modified utensil to feed self a meal when positioned functionally at a table with peers. • Tears a tortilla and uses it as a tool to scoop beans from a bowl.		• Serves self from a serving bowl, using a large spoon, while someone else holds the bowl. Then offers to fill a peer's bowl. • Refills their water bottle at a sink designated for drinking water, and spills some while putting the lid back on it. • Takes a package out of their lunch box, opens it, and begins to eat the food inside.	• Peels a mandarin orange and separates the pieces on a napkin before eating them. • Opens a container that holds crackers and cheese slices and places one slice of cheese on each cracker. • Takes the shell off of a hard-boiled egg and eats it.		

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HLTH 5: Personal Care Routines: Self-Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

Conditional Measure

◯ I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring	
Earlier ◯	Later ◯	Earlier ◯	Later ◯
Responds in basic ways during dressing	**Responds in ways that demonstrate awareness of a dressing routine**	**Anticipates one or two steps of a dressing routine**	**Participates with adult in dressing self**
Possible Examples • Looks at the adult while being dressed. • Cries or fusses when a diaper is changed. • Blinks eyes as clothing is gently pulled over the head.	• Allows an adult to move the child's arms while removing the child's jacket. • Shifts body as an adult puts a clean diaper on the child. • Squirms to avoid having a shirt being pulled over the head while being dressed.	• Extends arms out when an adult approaches with a jacket. • Leans toward the adult while a shirt is being put on the child. • Sits down and extends feet for an adult to put shoes on the child.	• Pushes arms through the sleeves of a shirt held by an adult. • Lifts smock for an adult to pull it over the child's head. • Slips foot into a shoe while an adult holds it open. • Lifts one leg, then the other, while an adult guides the child's legs into pants.

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◯ **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:

Building			Integrating		
Earlier ◯	Middle N/A	Later ◯	Earlier ◯	Middle N/A	Later N/A
Puts on clothing that is simple to manipulate, sometimes with adult assistance		**Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)**	**Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)**	**There are no later levels for this measure.**	
Possible Examples • Puts on their own jacket as an adult holds it open or lays it out. • Puts legs through pant legs with adult assistance, and then pulls up pants on their own. • Puts feet into shoes on their own. • Pulls on loose-fitting socks on their own.		• Zips up their own jacket but needs adult assistance with starting the zipper. • Puts on their own socks and shoes, but needs shoes tied or tabs fastened. • Changes into T-shirt and sweatpants on their own after water play.	• Puts on their own jacket and buttons or zips it up to close it. • Puts on their own shoes and fastens tabs. • Zips up and snaps their own pants.		

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PS 2015 History–Social Science and Visual and Performing Arts Domains

The following History–Social Science (HSS) and Visual and Performing Arts (VPA) measures are from the DRDP (2015). These domains were not revised for the DRDP (2025) and are not part of the DRDP (2025) assessment. Programs may choose to use these measures to continue documenting children's progress in these areas.

If your program uses the HSS and VPA measures, the descriptions, including developmental levels and examples, are available in the DRDP (2015) assessment instrument on the **Desired Results for Children and Families website** (https://www.desiredresults.us/desired-results-system).

HSS 1: Sense of Time

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Participates in the steps of a familiar routine or activity**	**Anticipates familiar routines, people, activities, or places**
			Possible Examples • Goes to wash hands when other children go to wash hands. • Puts backpack and coat in cubby during morning arrival. • Puts plate into dishes bin after lunch.	• Gestures or signs for favorite blanket, as part of getting ready for naptime, after finishing lunch. • Asks or gestures to ring the clean-up bell when it is clean-up time. • Waits by the door for a familiar peer who usually arrives after breakfast.

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- ◯ **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:

Building			Integrating
Earlier ◯	**Middle** ◯	**Later** ◯	**Earlier** ◯
Communicates about or acts out events that just happened; *and* **Asks about activities that will happen soon**	**Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen**	**Relates past events to one another or to the present;** *and* **Plans for the near future**	**Distinguishes what happened a long time ago from what happened in the recent past,** *or* **Distinguishes what will happen in the near future from what will happen much later**
Possible Examples • Communicates about seeing a dog and a squirrel, after coming back from a walk. • Communciates, "Đã đến giờ ăn xế chưa?" ["Is it time for snack?" in Vietnamese] when finishing painting. • Communicates to an adult, when coming into a room, "We dug in the dirt and planted seeds." • Pretends to make muffins after helping to make muffins for snack.	• Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago. • Communicates, using a communication board, "We are going to the zoo," when an adult asks where they are going tomorrow. • Holds toy airplane toward the sky to communicate that child is going to fly in an airplane tomorrow.	• Gestures at picture of cousins, and communicates that they played together before, when they were at grandma's house. • Shows a jar of dried paint to a peer and communicates, "Someone didn't put the lids on yesterday. Now the paint is dried up." • Communicates to an adult that a friend moved away and now doesn't come to the school anymore. • Contributes to a list of items needed for planting a garden later in the week.	• Draws a picture showing the progression of a plant growing from a seed to a tall plant with flowers, after planting flower seeds. • Communicates, using a communication board, "I will be in this school this year, but next year, I will be at my sister's school." • Communicates, "下個 星期我媽媽要過生 日, 今天我要給媽 媽做個賀卡," ["I'm going to make a card today for my mom's birthday next week," in Chinese].

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HSS 2: Sense of Place

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Participates in activities that are related to specific environments**	**Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them**
			Possible Examples • Puts paint brushes back in holder before leaving paint area. • Puts cars into car bin during clean-up time. • Puts picture into the "Who's here today?" pocket chart hanging near the classroom door during morning arrival.	• Shows cubby to family member upon arrival at child care. • Goes to the sink to wash hands before finding a place at the table for breakfast. • Takes an adult's hand after being helped with putting on a jacket, and then points outside to the sandbox.

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- ◯ **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:

Building			Integrating
Earlier ◯	Middle ◯	Later ◯	Earlier ◯
Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)	**Recognizes the routes between familiar locations**	**Communicates about the relative distances between familiar locations, including details about those locations**	**Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them**
Possible Examples • Asks, "¿Quién es ella?" ["Who's that?" in Spanish] when a peer's grandma comes to visit. • Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time. • Communicates to an adult, "Where are the puzzles?" after going to the shelf where puzzles are usually kept and finding that the puzzles are not there. • Goes to area with dress-up clothes after noticing peer wearing something newly added to the dress-up area.	• Communicates, "We go that way," while on the way down the hall from the classroom to the bathroom. • Uses a communication board to ask to go by a favorite playground, when planning a walk. • Communicates, "This is the wrong way!" when mother takes an unfamiliar route to the grocery store.	• Communicates that school is close to child's house, but child's aunt's house is far away. • Communicates, after passing the post office while on a neighborhood walk with an adult, that they are almost to the fire station. • Communicates about driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away.	• Communicates, "It snows where my auntie lives, but not here because it's hot." • Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live. • Describes a trip to a farmers' market and communicates, "That grocery store is outside! Not like our grocery store."

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HSS 3: Ecology

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Demonstrates awareness of living things in the environment, especially animals**	**Explores living things in the environment, especially animals**
			Possible Examples • Points to the class guinea pig in a cage. • Notices a bug near the sandbox. • Looks briefly as butterfly goes by. • Turns toward a barking dog.	• Smells blossoms or feels leaves of a plant. • Follows around or tries to pet a neighbor's cat or dog, as reported by a family member. • Watches goldfish intently as it swims in the fish tank.

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- ◯ **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:

Building			Integrating
Earlier ◯	**Middle** ◯	**Later** ◯	**Earlier** ◯
Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)	**Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)**	**Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)**	**Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)**
Possible Examples • Feeds the fish, with adult assistance in measuring the food. • Communicates about helping daddy feed the dog because it was hungry. • Comments that the boy in a story watered his pumpkin seed so it would grow.	• Communicates that a pet's cage needs to be cleaned. • Communicates that the bunny needs to be in the shade. • Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade. • Puts a blanket down to make a soft bed for the dog in pretend play.	• Pours water around base of newly planted flowers rather than on top of the plant. • Communicates to another child that paper scraps go into the recycling bin, pointing to bin label for guidance. • Saves scraps from apples served at snack time, to add to the compost bin for the worms.	• Communicates to another child, "Just use one paper towel so we can save trees." • Communicates to peers, "Huwag mo ng ihagis ang basura sa tubig. Nakasasakit ito sa isda," ["Don't throw stuff in the water. It hurts the fish," in Tagalog]. • Reminds a peer to turn the water all the way off while washing hands, to help save water.

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HSS 4: Conflict Negotiation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Takes action to get needs or wants met without considering impact on others or self**	**Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve conflict or reduce distress**
			Possible Examples • Reaches for food on another child's plate. • Takes an object of interest away from another child. • Walks into the middle of an area where other children are playing, inadvertently knocking over materials that other children are using. • Steps in front of other children who are waiting to take their turn.	• Becomes upset and tries to take back a marker when another child takes it away, but calms down when an adult brings more markers. • Pushes against a peer who is sitting too close on the rug, until an adult asks the group to move back to make the circle bigger. • Bursts into tears and turns to an adult for comfort when another child takes a toy.

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Mark the latest developmental level the child has mastered:

Building			Integrating
Earlier ◯	Middle ◯	Later ◯	Earlier ◯
Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict	**Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict**	**Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs**	**Considers the needs and interests of others when there is a conflict,** *or* **Attempts to negotiate a compromise**
Possible Examples • Communicates, "I want the ball," while trying to take a ball away from a peer, but stops after an adult says, "He is using it now. Let's find another one." • Holds tightly onto a doll until an adult encourages, "Let her know you're not done playing with the baby." Then communicates, "My baby, my turn," to another child. • Shakes head, "No," and holds onto a riding toy when another child indicates wanting to use the riding toy, until an adult approaches.	• Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square. • Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away. • Seeks an adult and indicates that another child won't give child a turn on the tricycle, after waiting for a turn.	• Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars." • Communicates, "You can have a turn after me," to another child who wants to use the big shovel in the sandbox. • Responds to a peer's request for crayons by suggesting that they share the box of crayons, but removes favorite crayons before sharing.	• Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first. • Attempts to negotiate who gets the first turn with a new scooter. • Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.

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HSS 5: Responsible Conduct as a Group Member

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Takes action to get needs or wants met without considering impact on others**	**Needs specific adult guidance to cooperate with group expectations**
			Possible Examples • Continues playing while other children are cleaning up during clean-up time. • Reaches for food on another child's plate. • Takes an object of interest away from another child. • Steps in front of other children who are waiting to take their turn.	• Takes toys handed by an adult one by one at clean-up time and puts them on the shelf to help. • Joins a group for lunch after an adult encourages child to come to the table. • Makes room for another child to sit when adult communicates that the other child needs more space.

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- ◯ **Unable to rate this measure due to extended absence.**

Mark the latest developmental level the child has mastered:

Building			Integrating
Earlier ◯	**Middle** ◯	**Later** ◯	**Earlier** ◯
Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity	**Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end**	**Follows through with group expectations on own during extended activities**	**Communicates about group expectations;** *and* **Cooperates with others in carrying group expectations**
Possible Examples • Stops building a road with blocks and begins to put away blocks when an adult models for child and sings the "clean up" song. • Returns from computer to hang up smock when an adult says, "You need to put your smock away at the easel before taking your turn at the computer." • Begins to get on a tricycle with another peer, but stops when an adult says, "We take turns with the trike, and your turn is next."	• Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table. • Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe. • Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps.	• Cleans up blocks during clean-up time, on own. • Holds hands with a peer while on a neighborhood walk. • Gives space to other painters when painting. • Being gentle when caring for the classroom pet.	• Suggests to a peer, while holding the class pet, "Let's take turns. I can hold it now, and you can hold it next"; then, after a few minutes, gives the class pet to the peer. • Reminds a peer that it's time to clean up for lunch, and then cleans up own art project and washes hands. • Reminds peers to get in line outside the door before entering the classroom from the play yard.

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VPA 1: Visual Art

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience**	**Uses tools and materials to approximate basic lines and circle-like shapes (two-dimensional),** *or* **Uses tools and materials to create basic sculpted shapes (three-dimensional)**
			Possible Examples • Dabs dot markers on paper repeatedly, with different degrees of pressure. • Uses a paintbrush to paint with water on various outdoor surfaces. • Squeezes dough in hands, feeling it ooze between fingers. • Paints with fingers, hands, or feet.	• Uses crayons, pencils, or markers to make back-and-forth marks. • Finger paints to fill up a piece of paper with paint. • Rolls play dough into a ball.

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- ◯ **Unable to rate this measure due to extended absence.**

Mark the latest developmental level the child has mastered:

Building			Integrating
Earlier ◯	**Middle** ◯	**Later** ◯	**Earlier** ◯
Experiments with tools and materials for painting or drawing (two-dimensional), or sculpting or *assemblage* (three-dimensional), sometimes representing a concrete thing	**Creates two-dimensional and three-dimensional representations of things;** *and* **Experiments with detail or color**	**Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization**	**Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization**
Possible Examples • Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people). • Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes. • Glues collage materials on a paper plate, using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).	• Draws a familiar thing (e.g., sun, flower, house) on paper with a crayon or marker. • Rolls and stacks balls of clay in order to make a head and body. • Tries out different pieces of colored paper to create a flower. • Draws a familiar thing using a touch screen.	• Paints a picture of a brown boat in a blue lake. • Draws human figures (circles with faces) and adds hands and legs extending directly from the circles to show familiar actions, such as reaching and kicking a ball. • Tapes two toilet paper rolls together to make binoculars, and then attaches yarn as a neck strap.	• Draws a scene with animals in enclosures and people watching them, after a trip to the zoo. • Paints teardrops below the eyes on a face to show sadness. • Creates a mobile of a sun and paper flowers with happy faces. • Glues wooden sticks together and weaves colorful yarn around them to make a dream catcher.

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VPA 2: Music

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Demonstrates interest in musical sounds**	**Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult prompting)**
			Possible Examples • Turns toward adult who starts to sing. • Puts hands on a drum while another child is tapping on the drum. • Plays a favorite song on a recorder or electronic device.	• Claps cymbals together while marching outside. • Makes vocal sounds or hums spontaneously during play time. • Shakes a tambourine as an adult shakes a tambourine.

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Mark the latest developmental level the child has mastered:

Building			Integrating
Earlier ◯	**Middle** ◯	**Later** ◯	**Earlier** ◯
Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments	**Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments**	**Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments**	**Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)**
Possible Examples • Hums softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult. • Shakes a string of bells a few times, following a peer who is making a few taps on a drum. • Claps hands or stomps feet in response to a beat that an adult creates using rhythm sticks.	• Responds rhythmically, "I see a red bird looking at me," when an adult chants, "Brown bear, brown bear, what do you see?" and then continues to respond to the adult with other chants. • Sings the words to "De Colores" for part of the song. [Note: "De Colores," a song in Spanish.] • Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.	• Taps a triangle to follow a rhythm of a song, such as short-short-long, short-short-long. • Sings a song in different voices (high, low, soft, loud), following an adult's lead. • Moves arms to the song "Row, Row, Row Your Boat," faster and then slower, depending on how rapidly or slowly others are singing the song.	• Sings a familiar song on own, first softly, then loudly. • Strums a guitar or ukulele, or taps a xylophone, along with a song, changing the tempo of the strumming or tapping from faster to slower or slower to faster. • Mimics the sounds of a musical instrument to extend the chorus of a familiar song.

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VPA 3: Drama

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Demonstrates interest in adult's dramatic portrayal of a character**	**Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character**
			Possible Examples • Laughs when adult acts out a silly character. • Watches closely as adult uses puppets to present a story. • Moves toward adult who is getting out props to act out a character.	• Jumps up and down or moves hands, in response to an adult acting as the doctor while reciting "Five Little Monkeys Jumping on the Bed." • Flaps arms like wings and pretends to fly, imitating an adult who is acting like a mother bird. • Cradles a baby doll in arms while gazing and cooing at the doll, as an adult acts out a story about a mother and her baby. • Roars like a lion in response to an adult pretending to be a lion.

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Mark the latest developmental level the child has mastered:

Building			Integrating
Earlier ◯	Middle ◯	Later ◯	Earlier ◯
Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements	**Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem,** *or* **Contributes to dialogue or ideas about a plot in response to adult's suggestions**	**Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting**	**Communicates details about a character's emotions or thoughts when contributing to an improvised drama**
Possible Examples • Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit. • Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire. • Pretends to be a monster and does a monster dance after hearing the story *Where the Wild Things Are*. • Takes a pretend cookie and points to a pretend glass of milk, acting like a mouse, while an adult reads *If You Give a Mouse a Cookie*.	• Plays the role of Goldilocks pretending to try out three different beds and communicating that the third bed is "just right." • Shivers and squints eyes to portray a character after hearing a story about being in cold wintry weather. • Communicates, "We can push him in the water. Help me!" as a character in a teacher-led story dramatization about a whale that is stranded on a beach.	• Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children. • Puffs up cheeks and swirls arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story. • Wears a cape and pretends to fly, as a peer repeatedly communicates, "Help!"	• Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: "I like the octopus. I'm going to stay in the sea and be her friend because she's lonely." • Picks up a basket, rubs stomach, and communicates that everyone will be hungry, so they should stop and get some food, while improvising a drama about a bus trip. • Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.

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VPA 4: Dance

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Demonstrates interest in others' dance-like movements** **Possible Examples** • Watches intently as other children move or dance to music. • Moves toward other children who are doing dance-like movements with streamers. • Looks at pictures of dance movements in a book. • Asks to watch a dance on a computer or an electronic tablet.	**Moves body in response to music, rhythms, or others' movements** • Moves to music, matching an adult's side-to-side movements or other simple movements. • Claps hands or pats legs to the rhythm of a song. • Sways head back and forth to the beat of music.

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- ◯ **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:

Building			Integrating
Earlier ◯	**Middle** ◯	**Later** ◯	**Earlier** ◯
Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues	**Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues**	**Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues**	**Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music**
Possible Examples • Marches around the room in response to drumming by a peer. • Sways arms while holding a scarf and dancing to music. • Rolls body on the floor in response to an adult's cue. • Moves arms up and down in response to vibrations from music.	• Bends down low and then jumps up high in an attempt to follow an adult's movements. • Stops and starts dancing during a freeze-dance game. • Twirls around to music briefly, maintaining balance.	• Sways, twirls, or leans back and forth to follow movements of peers while listening to music. • Steps sideways, frontward, and backward, without bumping into peers during a line dance led by an adult. • Moves slowly, then quickly, in response to changes in music.	• Makes up own dance while listening to music, by tiptoeing, lowering self to floor and rolling on floor, jumping up, and then spinning. • Moves body slowly, with pauses, in a variety of positions while dancing to music with scarves. • Swings arms smoothly and then moves arms with sharp, jerky movements, in response to drumbeats, while making up a dance.

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Glossary of Terms Used in the DRDP (2025)

Alphabetic language: A language that has a letter or combinations of letters and marks to represent each speech sound in the language.
From **Cambridge Dictionary** (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** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf#page=66)
Appears in:
FLD 1: Understanding Language (Receptive)
MATH 2: Classification

Augmentative and alternative communication (AAC): A tool used by individuals with impairments in speech-language production and/or comprehension to improve functional daily living. AAC uses a variety of techniques and tools, including, but not limited to, picture communication boards and speech-generating devices.
From **PTKLF Language and Literacy Domain Glossary, p. 135** (https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf#page=136)
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 Activities
FLD 2: Using Language (Expressive)

Braille: The universally accepted system of writing used by people who are blind or have low vision, 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** (https://www.britannica.com/topic/Braille-writing-system)
Appears in:
FLD 4: Foundational Literacy Skills
FLD 5: Alphabetics and Print Knowledge
FLD 6: Writing

Cardinality: The concept that the number name applied to the last object counted represents the total number of objects in the group (the quantity of objects counted).
From **PTKLF Mathematics Domain Glossary, p. 65** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf#page=66)
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 Responding 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: Commonly understood gestures such as pointing, waving goodbye, or nodding, etc.
Appears in FLD 2: Using Language (Expressive)

Cooperative play: Children play together toward a shared goal. They make plans, take turns, or work as a team, such as building a city out of blocks, pretending to run a store, or putting on a play.
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 (n.d.)** (https://www.improvingliteracy.org/literacy-glossary)
Appears in FLD 5: Alphabetics and Print Knowledge

Decompose: In Math, it means to take apart numbers or shapes 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** (https://www.cde.ca.gov/ci/ma/cf/)
Appears in MATH 4: Number Operations

Everyday problems: Common challenges that children encounter 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

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** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfphysicaldevelop.pdf#page=33)
Appears in PD 3: Gross Motor Manipulative Skills
Appears in PD 4: Fine Motor Manipulative Skills

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Handshapes: The specific configuration of the hand and fingers when forming a sign in sign language. Handshapes, together with location and movement, comprise signs in sign language.
From: **Jackson et al. (2024)** (https://pubs.asha.org/doi/10.1044/2024_PERSP-24-00042)
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** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfhealthdomain.pdf#page=32)
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** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfsciencedomain.pdf#page=84)
Appears in:
SCI 2: Inquiry Through Observation and Investigation
SCI 3: Documentation and Communication of Inquiry

Locomotor skills: The ability to move the body into or through space.
From **PTKLF Physical Development Domain Glossary, p. 32** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfphysicaldevelop.pdf#page=33)
Appears in PD 2: Gross Locomotor Movement Skills

Multilingual learner: A child who is learning two or more languages at the same time, or a child who is learning English while continuing to develop their home language.
From PTKLF Language and Literacy Development Domain Glossary, p.136
Appears in DRDP Instrument Front Matter

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 2: Measurement

Novel or complex problems: Challenges or situations that a child is encountering for the first time, or that have different parts to solve.
Appears in ATL 3: Problem-Solving

Observes/Observation: Ways that young children gather 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** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfsciencedomain.pdf#page=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** (https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf#page=66)
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 syllables of the word *monkey*).
From PLF Language and Literacy Domain Glossary, p. 89
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** (https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf#page=150)
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/.
From PLF Language and Literacy Domain Glossary, p. 89
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 part of a word, a sound substitution, a simplified version of a sign or AAC symbol, to communicate a specific word.
Appears in FLD 2: Using Language (Expressive)

Appendices

The following resources provide additional information for the use of the DRDP (2025)

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Appendix A: Requirements of the DRDP (2025) Assessment

The DRDP (2025) is available for child care and development programs funded by the California Department of Social Services (CDSS) and the California Department of Education (CDE). This table provides information about which children are assessed, and when, how, and where to submit the results of the DRDP (2025).

	CDSS Child Care and Development Division (CCDD)	CDE Early Education Division (EED) Programs	CDE Special Education Division (SED) Programs
DRDP (2025) Views	• The DRDP (2025) has the following views: – IT (Infant-Toddler) and PTK (Preschool, Transitional Kindergarten, Kindergarten) – Before and after-school programs will continue to use the DRDP (2010) School-Age instrument. • Programs should use the same instrument for at least one school year to measure progress.	• The DRDP (2025) has the following views: – IT (Infant-Toddler), PTK (Preschool, Transitional Kindergarten, Kindergarten), and P-3 (Preschool – Grade 3) • Local Education Agencies (LEAs) may choose to use the PTK or P-3 view.	• The DRDP (2025) IT (Infant-Toddler) view is used for children with Individualized Family Service Plans (IFSPs). • The DRDP (2025) PTK (Preschool, Transitional Kindergarten, Kindergarten) is required for children with Individualized Education Programs (IEPs).
Which children are assessed	• All infants, toddlers, preschool-age, and school-age children, when required by contract to have the DRDP assessment administered, are assessed, in addition to other programs that choose to use a developmental assessment. • If a child has exceptional needs, the developmental profile shall be completed with any necessary accommodations and adaptations, and is required even if the child is enrolled for less than 10 hours per week.	• All California State Preschool Program (CSPP) children enrolled in the program for at least 10 hours are assessed. • Every child with an IFSP or an IEP enrolled in CSPP is assessed, regardless of the hours per week they are certified for. • If a child receives services for less than ten hours per week, a DRDP assessment is recommended but not required.	• Infants and toddlers with IFSPs who are reported to the California Department of Education are assessed. • Any child who is 3, 4, or 5 years old and has an Individualized IEP is assessed. • To be included in the fall assessment, children must begin special education services before November 1. • To be included in the spring assessment, children must begin special education services before April 1.
When children are assessed	Child assessments are completed within the first 60 days of their enrollment and then at six-month intervals thereafter. Programs wishing to assess more frequently may do so.	In CSPPs, child assessments are completed within the **first 60 to 90 days of attendance** (https://www.cde.ca.gov/sp/cd/ci/desiredresults.asp), then at 6-month intervals thereafter. Programs wishing to assess more frequently may do so.	• Children are assessed twice a year, in the fall and spring. • The assessment should be initiated within the first 60 calendar days of services. • Check with local administrators to determine how, when, and where to submit your DRDP rating records.

	CDSS Child Care and Development Division (CCDD)	CDE Early Education Division (EED) Programs	CDE Special Education Division (SED) Programs
Which instrument view is used	Children are assessed with the DRDP (2025) with necessary accommodations, even if a child has exceptional needs and is enrolled for less than 10 hours per week: • Children from birth to three years of age are assessed with the IT View. • Children three to five years of age are assessed with the PTK View. • Children aged two years and nine months and older may use the PTK view if enrolled in a preschool classroom.	All CSPP children enrolled in the program for at least 10 hours are assessed with the DRDP (2025): • Children from birth to two years eight months are assessed with the IT View. • Children two years nine months to five years of age are assessed with the PTK View.	All children with IFSPs and IEPs are assessed with the DRDP (2025). • Children with an IFSP are assessed with the IT View. • Children with an IEP are assessed with the PTK View.
Where to submit DRDP data	Assessment data are uploaded to DRDP Online for secure data storage and to obtain psychometrically valid reports.	Assessment data are uploaded to DRDP Online for secure data storage and to obtain psychometrically valid reports.	Submit assessment data in one of two ways: • Into the Special Education Local Plan Area (SELPA)'s IEP data collection system (such as Special Education Information System (SEIS) or Siras Systems) or • Into the **DR Access Reports** (https://draccessreports.org/) secure data system
How to obtain reports of results	Psychometrically valid reports are available in DRDP Online. Coordination with local Management Information Systems is available. Visit drdponline.org for more information. Contact **DRDP Online customer service** (help@DRDPOnline.org) for assistance.	Psychometrically valid reports are available in DRDP Online. Coordination with local Management Information Systems is available. Visit drdponline.org for more information. Contact **DRDP Online customer service** (help@DRDPOnline.org) for assistance.	• Psychometrically valid reports are available upon entry of assessment data from DR Access Reports. • Coordination with local Management Information Systems is available. Contact reports@draccess.org for assistance.

For More Information:

Desired Results Training and Technical Assistance Project
Email: desiredresults@wested.org
Website: www.desiredresults.us
Phone: (800) 770-6339

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Appendix B: Resources for Assessing Children who are Multilingual Learners, Including Dual Language Learners, with the DRDP (2025)

The DRDP (2025) takes into account the cultural and linguistic characteristics of California's diverse population of young children, with particular attention to young multilingual learners. The introduction in the DRDP (2025) assessment provides information on completing the assessment for young children who are multilingual learners. Keep in mind that young multilingual learners may demonstrate knowledge and skills in their home language, in English, or both languages. The child's communication, in whatever language, should be considered when collecting documentation and completing the measures in all domains of the DRDP (2025).

The following resources will enhance your knowledge and help you when completing the DRDP (2025) more effectively for young children who are multilingual learners.

Resource	Funding Organization	Description
California's Best Practices for Young Dual Language Learners: Research Overview Papers (https://www.cde.ca.gov/sp/cd/re/documents/dllresearchpapers.pdf)	California Department of Education for the State Advisory Council on Early Learning and Care	This series of papers includes research on the development of dual language learners. For example, "Assessment of Young Dual Language Learners in Preschool" focuses on the need for accurate and valid assessment of young dual language learners. It includes a decision tree for practitioners to determine which language to use when assessing young DLLs, a language and literacy assessment matrix for preschool-age children, and a sample family interview protocol to learn about families' language practices. "Early Intervention and Young Dual Language Learners with Special Needs" addresses the language development of young dual language learners with disabilities or delays and key considerations for selecting the language for intervention.
California Infant-Toddler Learning and Development Foundations (https://www.cdss.ca.gov/inforesources/child-care-and-development/publications/california-infant-toddler-learning-and-development-foundations)	California Department of Social Services	The *California Infant–Toddler Learning and Development Foundations, Second Edition*, describes infants' and toddlers' learning and development from birth to 3 across five domains that contribute to their overall school readiness. The language development chapter covers the following three strands: Attending and Understanding, Communicating, and Early Literacy.
California Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development (https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf)	California Department of Education	The **California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)** (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) describe knowledge and skills that most children age three to five and a half typically develop in high-quality, equitable, and responsive early education programs.
Code Switching: Why It Matters and How to Respond: A Workbook for Early Head Start/Head Start Programs (https://headstart.gov/culture-language/article/code-switching-why-it-matters-how-respond#:~:text=This%20easy%20to%20use%20workbook,children%20when%20they%20code%20switch.)	U.S. Department of Health and Human Services, Office of Head Start, by the National Center on Cultural and Linguistic Responsiveness	This easy-to-use workbook defines and describes code switching. It identifies which children code-switch and explains why code-switching matters. It also includes numerous examples of how adults can provide strong language models for children when they code-switch.

Resource	Funding Organization	Description
California Early Childhood Online (CECO) (https://www.caearlychildhoodonline.org/en_modulecatalog.aspx)	California Department of Social Services	CECO offers synchronous modules in English, Spanish, and Chinese that explore strategies and best practices for nurturing language development in children learning more than one language. Participants gain insights into creating inclusive environments and fostering bilingualism and cultural identity in early childhood settings. Modules include topics such as dual language learners, supporting young multilingual learners, and the California Preschool Transitional/Kindergarten Learning Foundations.
Child Care and Development Dual Language Learners Unit Webpage (https://cdss.ca.gov/inforesources/child-care-and-development/dual-language-learners)	California Department of Social Services	The California Department of Social Services (CDSS) Dual Language Learners Unit webpage provides comprehensive support for DLL children. It offers resources for early childhood educators to create inclusive and culturally responsive environments that nurture both English and home language development. The site emphasizes equitable access to quality early learning, promotes family engagement, and shares research-based practices, training materials, and policy updates. Its goal is to ensure that dual language learners thrive linguistically, cognitively, and socially in their formative years.
Dual Language Learners with Disabilities or Suspected Delays (https://headstart.gov/publication/dual-language-learners-disabilities-or-suspected-delays)	U.S. Department of Health and Human Services, Office of Head Start	This brief focuses on the importance of dual-language learning for children with disabilities or suspected delays. It also covers practices that support their learning and full and effective participation in learning experiences.
Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges (https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12045)	Educational Testing Service (ETS) Research Report Series	This education policy report explores strategies to improve instruction in programs serving preschool-aged children, with a focus on young Hispanic dual-language learners. Assessment is addressed in the section titled "Improving Teachers' Practice through the Assessment of Young Dual Language Learners."
Gathering and Using Language: Information that Families Share (https://headstart.gov/publication/gathering-using-language-information-families-share)	U.S. Department of Health and Human Services, Office of Head Start	This research offers valuable insights into dual language development and provides key strategies for supporting children's progress.
Information and Resources to Support Dual Language Learners List (https://cdss.ca.gov/Portals/9/CCDD/LII/DLL Information and Resources for Dual Language Learners.pdf?ver=2024-06-04-113000-340)	California Department of Social Services	This list of resources supports the implementation of Assembly Bill 393 (2023), Welfare and Institutions Code 10209.6, which mandates CDSS to develop procedures for contractors to identify and report data on dual language learners and their families. The list primarily focuses on providing a variety of articles, information, tools, and other resources to support dual language learners in child care and early education settings and their families.

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Resource	Funding Organization	Description
Multilingual Learner Toolkit (https://www.multilinguallearningtoolkit.org/)	New Venture Fund	The toolkit is an online hub for research-based key principles, instructional strategies, and associated free, practical, and easy-to-use resources geared toward educators who teach preK-3rd-grade multilingual learners.
Personalized Oral Language(s) Learning (POLL) (https://www.pollstrategies.org/strategies-index/)	California Department of Social Services	This set of strategies is designed to meet the needs of young dual language learners. It is based on research that emphasizes the importance of strong home language skills, the advantages of early bilingualism, and the promising practices that all early child care providers, including family, friend, or neighbor (FFN), can implement to promote the growth and development of dual and multilingual learners.
Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning; A Resource Guide, Second Edition (http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)	California Department of Education	This document, often referred to as the PEL Guide, provides research related to multilingual learning and practices that support children's learning and development. It is available in Spanish and English, and also has an accompanying DVD titled "A World Full of Language."
Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development – English Language Development Webinar (https://www.youtube.com/watch?v=FatvA0xwIFk)	California Department of Education	This is a recorded webinar for the Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Foundations: Language and Literacy Development - English Language Development by the California Department of Education and WestEd on August 15, 2024.
Preschool/Transitional Kindergarten Learning Foundations (PTKLF): Language and Literacy Development – Foundational Language Development Webinar (https://youtu.be/lDAFXpNjojo?si=EKj_wKXZ7LYDtojB)	California Department of Education	This is a recorded webinar for the Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Foundations: Language and Literacy Development - Foundational Language Development by the California Department of Education and WestEd on May 3, 2024.
Screening Dual Language Learners in Early Head Start and Head Start Programs: A Guide for Program Leaders (https://headstart.gov/child-screening-assessment/article/screening-dual-language-learners-head-start-programs-guide-program-leaders)	U.S. Department of Health and Human Services, Office of Head Start	This document provides Early Head Start/Head Start (EHS/HS) program leaders with tools to plan, implement, and evaluate their screening processes for children who are dual-language learners (DLLs) from birth to age 5. It focuses on ways leaders can make informed, intentional decisions about selecting screening instruments for children who are DLLs and implementing high-quality developmental screening practices for these children.
Working Paper #2: Development of Infants and Toddlers Who Are Dual Language Learners (https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/FPG_CECER-DLL_WorkingPaper2.pdf)	Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)	This paper reviews empirical research about the development of infants and toddlers who are dual language learners (DLLs), looking at the formation of attachment relationships; the development of motor skills; the foundation for executive functioning skills to regulate behaviors; huge advances in detection, comprehension, and production of language; and many more developmental accomplishments.

Appendix C: Strategies for Observation and Documentation

The DRDP (2025) is administered through observation in natural settings by educators, including teachers, special education professionals, family child care providers, and other service providers in classroom, center, and home-based environments, as well as by family members in home and community settings. Observations are embedded into typical, ongoing routines and activities throughout the day. The process of observation requires advanced planning on the part of educators and service providers. As you review the measures of the DRDP (2025), consider specific routines or activities during the day where you would be able to observe more than one measure or more than one child.

Strategies for Effective Observation

Observation should be ongoing throughout the year. The assessment windows for the DRDP (2025) provide a period of time to ensure that educators and service providers have sufficient documentation for each measure in time to submit DRDP data. Observing children's behaviors in naturalistic or authentic environments will provide the information needed to rate the DRDP. Many observation and documentation job aids, including resources to support naturalistic, authentic assessment, can be found at **Desired Results for Children and Families** (https://www.desiredresults.us/desired-results-system) and **DR Access** (https://draccess.org/learn). The Early Childhood Technical Assistance Center developed a helpful **Authentic Child Assessment Practice Guide** (https://ectacenter.org/decrp/type-pgpractitioner.asp) linked to the Division for Early Childhood Recommended Practices (DEC) to support authentic child assessment.

Strategies for Effective Documentation

A variety of methods are available for recording information gathered through naturalistic observations, including:

- **Anecdotal Records** – An anecdotal record is a written note documenting a child's behavior or comments during a typical or routine activity. Anecdotal records provide brief descriptions of observed behavior.
- **Event recording (tallies)** – In event recording, the observer records each instance of the behavior being observed so that an indication of frequency is obtained. Usually, this is done with tally marks, but it may also be recorded using a code such as "+" for correct and "-" for incorrect.
- **Checklists** – Checklists are lists of specific skills or behaviors that can be used during observation to check off the behaviors observed in a group of children. Some of the measures lend themselves to using a checklist to supplement other observation techniques.
- **Learning Walls or Panels** – Learning walls are displays of photos, quotes, and children's work in the learning environment. These make learning visible and foster dialogue among children and educators.
- **Digital Documentation Platforms** – These digital tools are an electronic way to store, share, and organize documentation. These platforms can streamline communication with families and service providers.
- **Work Samples** – Documentation can also include the collection of 2 or 3-dimensional products that children have produced, such as drawings, writings, or 3-dimensional constructions the child has made, such as playdough, clay, or other materials.
- **Videos or photographs** – Use cameras to capture movement, engagement, interactions, and language of children. When necessary, enhance the photo or video with a caption of what happened before or after the event.

Ten Strategies for Naturalistic Observation

1. **Know the instrument** – Be familiar with the instrument, including the domains and measures being observed.
2. **Observe naturally** – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.
3. **Observe objectively** – Focus on what the child does. Be as objective and detailed as possible. Avoid using labels, qualitative descriptors, or stereotypic expectations that may bias your observations.
4. **Observe strategically** – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on multiple measures during a single observation.
5. **Observe daily or routinely** – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.
6. **Observe variety and consistency** – Be aware of a child's overall performance, even when focusing on a single aspect of behavior. Observe the child over time and during different routines and activities.

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7. **Be specific and complete** – Intentionally and purposefully record the specific details of what you observe as soon as possible. Details are important and can easily be forgotten.
8. **Plan ahead** – Include observations as part of your weekly lesson planning. Plan to observe during activities that do not require your full assistance, or plan for someone else to observe and document.
9. **Allow time** – Allow adequate time for the child to complete any task they are engaged in, even if it requires more time than one might expect.
10. **Use appropriate adaptations** – Ensure that appropriate adaptations, as determined by the IFSP or IEP team, are in place when observing the child.

Consider the following for planning and collecting documentation:

- Choose methods of documentation that can be embedded into a program's environment, structure, and routines.
- Plan ahead for materials needed for documentation, such as electronic devices, sticky notes, or pre-printed labels with children's names for anecdotal records, or clipboards with checklists. Materials should be strategically located throughout the classroom.
- Observe children's behaviors throughout the day and record documentation while observing.
- Date each piece of evidence for future reference.
- Collect documentation over time. Documentation over time strengthens the validity of ratings.
- Organize the collected documentation immediately after gathering it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

Organizing Documentation

A portfolio of evidence is a useful way to organize formative assessment and show each child's learning and progress over time. It can be kept in either paper or electronic format, depending on what works best for the educator and the setting. The portfolio includes samples of the child's work, photos, observations, and reflections that show their growth and achievements. By reviewing this evidence, educators and families can see what the child has learned and plan the next steps in their learning journey.

Portfolios: Portfolios are a helpful way to organize information. Portfolios may contain anecdotal notes, children's work samples, photos of children's activities, audio or video recordings, and transcripts of the child's language. The portfolio methods selected should work well for the program.

Electronic Portfolios: If notes are entered into a computer, an electronic portfolio can be produced to summarize the evidence. Please check with a local administrator for procedures regarding consent for photography and video.

Collaboration to Support Effective Documentation

A central goal for educators and service providers who use the DRDP (2025) is to obtain measures of the child's developmental progress based on typical day-to-day behaviors. It is challenging to imagine one individual having access to all the various learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact with and know the child well to obtain the most complete and accurate picture of the child's skills and abilities. It is important to consider how and when collaborating with others will support and inform the accurate rating of measures for the DRDP (2025).

Although direct observation of a child is the primary method for informing ratings, other sources of evidence should be used to supplement observations. Gathering information from others who know the child well, such as family members, caregivers, or other service providers, often provides a wealth of additional information about a child's skills, knowledge, and behaviors. This also provides the additional benefit of observations across different settings. There are numerous ways others can collaborate to share information, such as written observations, conversations focused on a child's development, or viewing short videos or recordings that illustrate a child's behavior in typical routines and activities.

Planning ahead can make the collaboration process more effective. Identify early on in your relationship with the child's family who else might provide helpful information to assist in documenting their child's development. Ensure that the family is well-informed about the purpose of the DRDP (2025) and the critical role they can play in sharing their observations about their child. With the family's permission, communicate with other individuals who know the child and strategize with them on how they might be able to share information with you.

Communication is key to successful collaboration. For a more detailed look at collaboration and the assessment process, please refer to Appendix F.

For More Information

- Information on strategies for observing and documenting observations can be found on the **HeadStart website** (https://headstart.gov/search/eclkc?q=observation+strategies).
- Observation resources are available on the **Desired Results for Children and Families website** (https://www.desiredresults.us/resources/observation-resources/drdp-observation-resources).

Appendix D: Accommodations or Adaptations for Children with Disabilities

For children with disabilities, accommodations or adaptations reduce barriers and support equitable access to everyday learning and participation. Through the appropriate use of accommodations and adaptations, children can demonstrate what they know and can do as they engage in familiar routines, activities, and interactions.

Under the Individuals with Disabilities Education Act (IDEA), children must receive the accommodations they need to participate meaningfully in instruction and assessment. Within a Universal Design for Learning (UDL) framework, educators extend these accommodations by designing environments that provide multiple means of engagement, representation, and expression. Accommodations and adaptations are individualized within the UDL framework so that each child can participate authentically in observation-based assessments, such as the DRDP (2025).

Accommodations or adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP (2025).

Accommodations and adaptations vary for each child and may include:

- Information or material presentation to child (oral, tactile, print),
- Mode a child can respond (speaking, signing, gesturing, device),
- Environment (lighting and noise),
- Information observed at different times of the day
- Adaptive equipment (walker, functional seating, slant board, pencil grips, AAC device)

Related to Children using AAC

Some children with significant communication needs may require augmentative and alternative communication (AAC) to communicate.

Related to Children with Autism Spectrum Disorder

Children with autism often show distinct patterns of growth that reflect differences in sensory processing, social information processing, and communication preferences. From early infancy, these differences may influence how children with autism perceive and interact with others. For example, while a child without a disability might demonstrate perspective-taking through verbal acknowledgment of others' identities, a child with autism might show awareness through careful observation, parallel play, or non-verbal recognition. What may appear to be a "lack of awareness" may instead reflect a different processing time. Children with autism may be highly aware of others, but they may express that awareness in various ways.

Related to Understanding Echolalia as Communication

Echolalia, the repetition of phrases and words, may serve multiple developmental purposes. The purposes would be determined individually for each child and addressed individually through the child's IFSP or IEP. Some children with autism learn language in multi-word phrases rather than single words, using echolalia to practice and generalize these phrases. Echolalia may also support self-regulation and help manage emotions and transitions. Some children with autism may use echolalia as a way to remain engaged when coming up with original responses feels overwhelming. Sometimes, when echoed phrases are slightly different, it may also reflect active meaning-making.

Appendix E: Resources for Working in Partnership with Families

A central goal of the DRDP is to identify a child's developmental progress based on typical, day-to-day behaviors. It is advisable to seek input from individuals who have ongoing contact with the child and are familiar with them. Family members' descriptions of their child's behavior in the home or community settings will help educators and service providers know more about the child's behaviors across settings, particularly for those skills the child may not routinely demonstrate in the educational

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setting, and help educators and service providers obtain more comprehensive information to make accurate ratings for the **Family members may participate in the DRDP assessment in several ways:**

- Inform the child's educators and service providers of the child's history for a more complete picture of the child.
- Share the skills they see their child using in typical activities, and might share these skills via stories, photos, drawings, observations, and/or video clips.
- Share the child's strengths, areas they wish to focus on, and areas of growth they observe.
- Become informed about the next steps in their child's development.
- Help determine which adaptations will help their child participate in everyday activities (for children with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP)) and share with the team the adaptations the child uses at home, at school, and in other settings.

Below are resources to help families learn more about the DRDP (2025) and the skills it assesses, as well as resources to support educators and service providers in collaborating with families during the assessment process.

Resources for Families

All About Young Children (https://allaboutyoungchildren.org/english/18-months-to-36-months/)
A website for families describing skills that help children learn, including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. (Available in eight different languages.)

California MAP to Inclusion and Belonging (https://cainclusion.org/camap/family-engagement/)
The MAP Project website supports the inclusion of children with disabilities and delays ages birth to 21 in child care, after-school, and community settings. It includes links to resources on families and children with IFSPs and IEPs. The website contains a statewide interactive directory by county of Family Resource Centers (FRCs), Special Education Local Plan Areas (SELPAs), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Resources for Educators and Service Providers

Family Engagement and Ongoing Child Assessment (https://headstart.gov/publication/family-engagement-ongoing-child-assessment)
This document addresses the perspectives of parents and program staff on sharing child assessment information through partnerships and suggests strategies to bring those perspectives together.

Engaging Families as Assessment Partners (https://ectacenter.org/~pdfs/decrp/PG_Asm_EngagingFamiliesasAssessmentPartners_prac_print_2017.pdf)
This document is linked to the DEC Recommended Practices, which include methods and strategies for gathering information from families and promoting their participation during assessment.

Child Care and Development Quality Initiatives (https://cdss.ca.gov/inforesources/child-care-and-development/quality-improvement-initiatives)
The Child Care and Development Fund (CCDF)-funded quality initiatives serve as a webpage that provides learning and care resources for the early learning and care workforce and community. CDSS administers CCDF to support quality initiatives through infrastructure, professional development, advocacy, and statewide administration.

Supporting Children and Families Experiencing Homelessness

CDE Homeless Education (https://www.cde.ca.gov/sp/hs/)
The McKinney-Vento Act defines homelessness as a lack of a fixed, regular, and adequate nighttime residence. This definition also includes individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; who may be living in motels, hotels, trailer parks, shelters, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Children and youth experiencing homelessness have the right to access the same free, appropriate public education, including public preschools, as provided to other children. The website above addresses these rights and provides educational information and resources for families and educators. It also provides guidance from the California Department of Education on supporting children and families

experiencing homelessness, ensuring their full participation in early learning and assessment. It is included to help DRDP (2025) users understand their responsibilities for identifying and engaging families whose living situations may affect assessment participation.

California Early Childhood Online (CECO): Responsive Early Education for Young Children and Families Experiencing Homelessness (https://www.caearlychildhoodonline.org/en_home.aspx)
To support early childhood educators, CECO offers modules based on information and best practices, all in a centralized location, meeting the ever-changing needs of the early childhood field. This module series, available in English and Spanish, consists of three modules: Module 1: Overview of Homelessness, Module 2: The Diversity of Families Experiencing Homelessness, and Module 3: Supporting Classroom Practices for Children Experiencing Homelessness. Early childhood educators may earn three professional development (PD) hours for completing these modules on the **CECO learning portal** (https://www.caearlychildhoodonline.org/en_home.aspx).

Supporting Children in Foster Care

CDSS Emergency Child Care Bridge for Children in Foster Care Program (Bridge Program) (https://www.cdss.ca.gov/inforesources/calworks-child-care/ecc-bridge-program)
The Bridge Program aims to increase the number of children in foster care successfully placed in child care settings, increase the capacity of child care programs to meet the needs of children in foster care and children who have experienced trauma, and maximize funding to support the child care needs of eligible families.

The Bridge Program consists of three parts:

- Emergency child care voucher: Eligible families receive a time-limited child care voucher or payment to help pay child care costs for children in foster care.
- Child Care Navigator: The local resource and referral (R&Rs) agency provides a child care navigator to assist with finding a child care provider, securing a subsidized child care placement, completing child care program applications, and developing a long-term child care plan.
- Trauma-Informed Care Training and Coaching: Child care providers participating in the Bridge Program receive access to trauma-informed care training and coaching from their local resource and referral agency.
- The **Bridge Program website** (https://www.cdss.ca.gov/inforesources/calworks-child-care/ecc-bridge-program) provides information about childcare services for foster children.

CDE Foster Youth Services (http://www.cde.ca.gov/ls/pf/fy/)
The CDE administers the Foster Youth Services Coordinating Programs (FYSCPs) through county offices of education (COEs) to provide support services to foster children who experience the traumatic effects of displacement from their families and schools, as well as multiple placements in foster care. These FYSCPs have the ability and authority to ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. The FYSCPs increase the stability of placements for foster children and youth. These services are designed to improve children's educational performance and personal achievement, directly benefiting them while also providing long-range cost savings to the state. The **CDE Foster Youth Services website** (http://www.cde.ca.gov/ls/pf/fy/) addresses the rights of foster children, providing educational information and resources.

California Early Childhood Online (CECO): Culturally Responsive Trauma-Informed Practices (https://www.caearlychildhoodonline.org/en_home.aspx)
This CECO series, available in English, Spanish, and Chinese, consists of five modules on trauma-informed practices that support wellness. Modules include: 1) Trauma-Informed Practice, 2) The Prevalence of Trauma and the Traumatic Impact of Racism, 3) Promoting Resilience and Healing, 4) Responsive Practices, and 5) Sustainable Wellness Practices. Early childhood educators may earn ten PD hours for completing these modules on the **CECO learning portal** (https://www.caearlychildhoodonline.org/en_home.aspx).

For More Information

- For **CDSS-funded Early Education programs** (https://www.cdss.ca.gov/inforesources/child-care-and-development)
- For **CDE-funded Early Education programs** (http://www.cde.ca.gov/sp/cd/)
- For **CDE-funded Special Education programs** (http://www.cde.ca.gov/sp/se/)
- For **Desired Results Training and Technical Assistance Project** (https://www.desiredresults.us/)
- For SED Training and Technical Assistance: **Desired Results Access Project** (https://www.draccess.org/)

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Appendix F: Collaboration to Complete the DRDP (2025)

Collaborating with Others Who Know the Child Well

Our understanding of young children is strengthened when we commit to partnerships with individuals, including family members, who know the child well and in different settings. Collaboration in gathering and sharing information is important because it affords us windows into a child's life and offers perspectives that enhance our understanding of a child's skills and behaviors. Identifying and communicating with the individuals who can collaborate on rating the measures of the DRDP (2025) is an essential step in this process.

Through collaboration, educators and special education service providers each bring their skills and perspectives. Early educators contribute by providing a picture of the child in a classroom setting. Special education providers contribute by identifying perspectives on a child's unique learning needs and a specific understanding of the child's disability, including materials that should be made available and adaptations that should be implemented. This lays the foundation for educators and service providers to complement one another's work in assessing a child's skills and development. Shared information can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that educators, providers, and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2025) is built on relationships and a commitment to ongoing communication. It is developed over time with an understanding of each person's role. Aim for multiple, informal strategies that can be used on a daily basis. Identifying mutual interests in supporting the child is important. Some questions that address joint interests include:

- What are the goals for the child?
- What specialized equipment or adaptations are used?
- How will the goals be infused into the child's day and into learning activities?
- How will we know our strategies are working?

Collaborating with others in the assessment process is especially important when multiple providers are involved in a child's care. For example, a child may attend an early education program and also receive special education services, such as speech-language therapy, occupational therapy, and/or physical therapy. Educators and special education providers can work hand in hand to complete observations and DRDP (2025) ratings for children who are dually enrolled in both programs. How this collaboration will take place – who will be involved and what roles each individual will play – will vary depending on the situation. Educators and service providers have reported the following helpful strategies:

- Sharing information, including observations, adaptations, curriculum, and program goals, and IFSP outcomes or IEP goals
- Providing anecdotal notes
- Sharing work samples and portfolios
- Reviewing reports of DRDP (2025) results together

With DRDP Online, educators and service providers can use features such as a shared portfolio with rating recommendations and collaborate to complete the DRDP. The ability to share a child's record with the provider helps educators collaborate, along with using technology such as email, phone conferences, and free web conferencing platforms. Within DRDP Online, once ratings are completed and locked, reports can be shared with both the educator and the provider. Local policies on device use should be followed, and child information should not be sent via email.

The educator and special education service provider responsible for completing the DRDP (2025) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDP Online. The special educator is responsible for reporting and entering assessment data for children with IEPs or IFSPs to the SELPA. However, except for data reporting, both educators can complete the assessment together, and each of them holds a copy of the Rating Record for their respective reporting. Suggestions to help get started working together include:

- Make an initial plan detailing areas to be observed directly and those areas in which others may have a more thorough knowledge of the child. The general education educator can provide information on all domains. A speech-language therapist might inform measures in the Foundational Language Development domain. Families and special education providers, including physical and occupational therapists, are good sources of information on measures in the Physical Development and Health domains.

- Contact the individuals who will collaborate to discuss the mutual goal of completing the assessment and to develop a plan for working together.
- Develop a timeline that is acceptable to all partners, including identifying deadlines and strategies to meet timelines.
- Collect any signature requirements for sharing child information from the family.
- Gather multiple perspectives and consider input from family and others who know the child during assessment.
- Determine when and how communicating about updates and results will occur.

Collaborating with Families

Families are essential partners in understanding a child's development and learning. Research suggests that family observations are reliable and valid and should be considered an essential component of a comprehensive assessment process. Inviting parents and other family members to share observations of their child's development and behavior is required for CCDD and EED programs. It is good practice in all early childhood settings and programs. CCDD and EED programs work in partnership with families to learn about each child's development and behavior across home and program settings. Listening to and using family observations is a core part of equitable, high-quality assessment in every early childhood program.

When families collaborate with educators and service providers to share their observations of their child's behaviors in the home or community settings, it provides a richer, broader view of the child. When families and educators, or service providers, work together to share observations about a child's development and behavior across home, community, and program settings, they gain a more complete and authentic understanding of the child. Information from families helps identify skills and behaviors that the child may not routinely demonstrate in the educational setting. For example, an educator or therapist may not regularly observe a child's dressing or other self-help skills. However, families have repeated opportunities to observe their child's self-help skills both over time and in different settings. Family observations support more accurate reporting about a child's skills. Families contribute essential insights about how their child uses skills and behaviors in everyday routines and relationships. Their observations reflect the child's competencies across familiar settings, such as home and community, and complement what educators and service providers observe in educational environments. When families and professionals share what they each observe, they build a more accurate and complete picture of the child's development.

Strategies for partnering with families in the assessment process include:

- Make sure that families understand the skills and behaviors described in the DRDP (2025) measures. Educators and service providers understand expected sequences of child development and are trained about how items on the DRDP (2025) reflect these sequences. It may be useful to provide families with examples of the kinds of behaviors to look for, as well as the routines and activities that might provide a context for these behaviors. For example, rather than ask a family member to describe a child's grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.
- **Build shared understanding of the DRDP (2025).** Engage families in conversations about how the measures reflect children's everyday learning and development. Emphasize that both family and educator observations contribute to the same picture of the child's growth.
  - **Use examples that connect to each family's daily routines and culture.** Work together to identify moments—such as mealtime, play, or community activities—where a child naturally demonstrates knowledge and skills. This allows both educators and families to recognize competencies in meaningful, familiar contexts.
  - **Exchange observations as part of an ongoing dialogue.** Rather than collecting one-time reports, create multiple opportunities for families to share what they see and to reflect together on what those behaviors mean for the child's learning and support. Make this a part of your routine with families, not just a one-time interview.
- It is reasonable for the observations of families and practitioners to differ across the range of behaviors being rated. A child's behavior during activities and routines that occur in the classroom setting may differ from the same child's behavior in activities and routines in home or community settings. Family observations provide a different perspective that should be considered when assessing the child's developmental level.

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Ongoing conversations with families during everyday interactions are essential opportunities to build shared understanding about a child's learning and development. These exchanges help both families and educators notice how the child uses skills across different settings and routines. When educators and families take time to reflect together on everyday activities, they can connect what each has observed and develop a fuller picture of the child's competencies. The ongoing conversations we have with family members during our typical interactions with them are rich opportunities to learn about their child. Leading a focused conversation with a family is particularly important for obtaining information on measures you have not had the opportunity to observe. During these conversations, *focusing on routines and activities* provides a very useful context for asking a family about their child's everyday learning opportunities and skills. The four steps in the resource listed below will guide you in planning and leading focused conversations with families to help complete the DRDP (2025). If this is the first DRDP (2025) assessment that you will be completing with a particular child, be sure that you have spent enough time getting to know the child by observing the child's skills during typical routines/activities and by having conversations with the family.

For More Information

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014 (https://edn.ne.gov/cms/sites/default/files/u1/pdf/DEC_RPs_%204-12-14R.pdf)
Developed to guide practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for you.

Practice Improvement Tools: Practice Guides for Practitioners (https://ectacenter.org/decrp/type-pgpractitioner.asp)
A comprehensive set of practitioner tools to support the DEC Recommended Practices is available on the **Early Childhood Technical Assistance Center website** (https://ectacenter.org/decrp/type-pgpractitioner.asp). Resources related to collaborating with families include:

- **Engaging Families as Assessment Partners** English (https://ectacenter.org/~pdfs/decrp/PGP_ASM2_engagingfamilies_2018.pdf) | **Engaging Families as Assessment Partners** Spanish (https://ectacenter.org/~pdfs/decrp/PGP_ASM2_engagingfamilies_2018_es.pdf)
- **Authentic Child Assessment** English (https://ectacenter.org/%7Epdfs/decrp/PGP_ASM3_authentic_2018.pdf) | **Authentic Child Assessment** Spanish (https://ectacenter.org/%7Epdfs/decrp/PGP_ASM3_authentic_2018_es.pdf)

Data Dialogue: Tips for Educators on Sharing Student Data with Families (https://www.gse.harvard.edu/ideas/usable-knowledge/15/11/data-dialogue)
Find tips on how teachers and schools can safely and productively discuss children's data with their families, written by Leah Shafer from the Harvard Graduate School of Education for the Usable Knowledge series.

Talking With Families (https://ectacenter.org/eco/pages/talking.asp)
This resource provides practices for talking with families about the outcomes measurement process, encouraging and utilizing family input in gathering information about the child and family, and sharing results with families.

Desired Results Training and Technical Assistance Project
Website: www.desiredresults.us
Email: desiredresults@wested.org
Phone: (800) 770-6339

Desired Results Access Project
Website: http://www.draccess.org
Email: info@draccess.org

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