**Acronym Key:**

|  |  |
| --- | --- |
| VIEWS | LEVELS |
| * CV: Comprehensive View * FV: Fundamental View * EV: Essential View * SV: Snapshot View * SA: School-Age | * IT: Infant/Toddler * PS: Preschool * K: Kindergarten * C: Complete * S: Simplified |

**Measures and Views Chart:**

| ***Domain / Measure*** | **CV: IT** | **CV: PS** | **CV: K** | **FV: PS** | **FV:**  **K** | **EV:**  **IT** | **EV: PS** | **EV:**  **K** | **SV: K** | **SA: C** | **SA: S** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Number of measures* | *29* | *52* | *47* | *39* | *29* | *21* | *25* | *25* | *17* | *31* | *13* |
| Approaches to Learning – Self-Regulation  (ATL-REG) | 5 | 7 | 4 | 7 | 4 | 4 | 4 | 4 | 4 |  |  |
| 1: Attention Maintenance | X | X |  | X |  | X |  |  |  |  |  |
| 2: Self-Comforting | X | X |  | X |  | X |  |  |  |  |  |
| 3: Imitation | X | X |  | X |  |  |  |  |  |  |  |
| 4: Curiosity and Initiative in Learning | X | X | X | X | X | X | X | X | X |  |  |
| 5: Self-Control of Feelings and Behavior | X | X | X | X | X | X | X | X | X |  |  |
| 6: Engagement and Persistence |  | X | X | X | X |  | X | X | X |  |  |
| 7: Shared Use of Space and Materials |  | X | X | X | X |  | X | X | X |  |  |
| Social and Emotional Development  (SED) | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 |  |  |
| 1: Identity of Self in Relation to Others | X | X | X | X | X | X | X | X | X |  |  |
| 2: Social and Emotional Understanding | X | X | X | X | X | X | X | X | X |  |  |
| 3: Relationships and Social Interactions with Familiar Adults | X | X | X | X | X | X | X | X | X |  |  |
| 4: Relationships and Social Interactions with Peers | X | X | X | X | X | X | X | X | X |  |  |
| 5: Symbolic and Sociodramatic Play | X | X | X | X | X |  |  |  |  |  |  |
| **School-Age Version**—Self and Social Development (SSD) |  |  |  |  |  |  |  |  |  | 9 | 9 |
| 1: Identity of self and connection to others |  |  |  |  |  |  |  |  |  | X | X |
| 2: Self-esteem |  |  |  |  |  |  |  |  |  | X | X |
| 3: Empathy |  |  |  |  |  |  |  |  |  | X | X |
| 4: Impulse control |  |  |  |  |  |  |  |  |  | X | X |
| 5: Follows rules |  |  |  |  |  |  |  |  |  | X | X |
| 6: Awareness of diversity: appreciation of differences and similarities |  |  |  |  |  |  |  |  |  | X | X |
| 7: Interactions with adults |  |  |  |  |  |  |  |  |  | X | X |
| 8: Friendship |  |  |  |  |  |  |  |  |  | X | X |
| 9: Conflict negotiation |  |  |  |  |  |  |  |  |  | X | X |
| Language and Literacy Development  (LLD) | 5 | 10 | 10 | 10 | 10 | 5 | 7 | 7 | 5 |  |  |
| 1: Understanding of Language (Receptive) | X | X | X | X | X | X | X | X |  |  |  |
| 2: Responsiveness to Language | X | X | X | X | X | X |  |  |  |  |  |
| 3: Communication and Use of Language (Expressive) | X | X | X | X | X | X | X | X | X |  |  |
| 4: Reciprocal Communication and Conversation | X | X | X | X | X | X | X | X | X |  |  |
| 5: Interest in Literacy | X | X | X | X | X | X |  |  |  |  |  |
| 6: Comprehension of Age-Appropriate Text |  | X | X | X | X |  | X | X | X |  |  |
| 7: Concepts About Print |  | X | X | X | X |  |  |  |  |  |  |
| 8: Phonological Awareness |  | X | X | X | X |  | X | X | X |  |  |
| 9: Letter and Word Knowledge |  | X | X | X | X |  | X | X | X |  |  |
| 10: Emergent Writing |  | X | X | X | X |  | X | X |  |  |  |
| **School-Age Version**—Language and Literacy Development (LLD) |  |  |  |  |  |  |  |  |  | 6 |  |
| 1: Comprehension of oral language |  |  |  |  |  |  |  |  |  | X |  |
| 2: Expression of oral language |  |  |  |  |  |  |  |  |  | X |  |
| 3: Interest in literacy |  |  |  |  |  |  |  |  |  | X |  |
| 4: Decoding and word recognition |  |  |  |  |  |  |  |  |  | X |  |
| 5: Comprehension of written materials |  |  |  |  |  |  |  |  |  | X |  |
| 6: Writing |  |  |  |  |  |  |  |  |  | X |  |
| English-Language Development  (ELD) |  | (4) | (4) | (4) | (4) |  | (4) | (4) |  |  |  |
| 1: Comprehension of English (Receptive English) |  | \* | \* | \* | \* |  | \* | \* |  |  |  |
| 2: Self-Expression in English (Expressive English) |  | \* | \* | \* | \* |  | \* | \* |  |  |  |
| 3: Understanding and Response to English Literacy Activities |  | \* | \* | \* | \* |  | \* | \* |  |  |  |
| 4: Symbol, Letter, and Print Knowledge in English |  | \* | \* | \* | \* |  | \* | \* |  |  |  |
| Cognition, Including Math and Science (COG) | 6 | 11 | 10 | 7 | 6 | 4 | 6 | 6 | 4 |  |  |
| 1: Spatial Relationships | X | X |  | X |  | X |  |  |  |  |  |
| 2: Classification | X | X | X | X | X | X | X | X | X |  |  |
| 3: Number Sense of Quantity | X | X | X | X | X | X | X | X | X |  |  |
| 4: Number Sense of Math Operations |  | X | X | X | X |  | X | X | X |  |  |
| 5: Measurement |  | X | X | X | X |  | X | X |  |  |  |
| 6: Patterning |  | X | X | X | X |  | X | X |  |  |  |
| 7: Shapes |  | X | X | X | X |  | X | X | X |  |  |
| 8: Cause and Effect | X | X | X |  |  | X |  |  |  |  |  |
| 9: Inquiry Through Observation and Investigation | X | X | X |  |  |  |  |  |  |  |  |
| 10: Documentation and Communication of Inquiry |  | X | X |  |  |  |  |  |  |  |  |
| 11: Knowledge of the Natural World | X | X | X |  |  |  |  |  |  |  |  |
| **School-Age Version**—Mathematical Development  (MATH) |  |  |  |  |  |  |  |  |  | 4 |  |
| 1: Number sense of mathematical operations |  |  |  |  |  |  |  |  |  | X |  |
| 2: Measurement |  |  |  |  |  |  |  |  |  | X |  |
| 3: Shapes |  |  |  |  |  |  |  |  |  | X |  |
| 4: Time |  |  |  |  |  |  |  |  |  | X |  |
| **School-Age Version**—Mathematical Development  (MATH) |  |  |  |  |  |  |  |  |  | 6 |  |
| 1: Cause and effect |  |  |  |  |  |  |  |  |  | X |  |
| 2: Problem solving |  |  |  |  |  |  |  |  |  | X |  |
| 3: Demonstrates inventiveness |  |  |  |  |  |  |  |  |  | X |  |
| 4: Memory and knowledge |  |  |  |  |  |  |  |  |  | X |  |
| 5: Pursuit of understanding |  |  |  |  |  |  |  |  |  | X |  |
| 6: Task persistence |  |  |  |  |  |  |  |  |  | X |  |
| Physical Development – Health  (PD-HLTH) | 8 | 10 | 9 | 10 | 4 | 4 | 4 | 4 |  |  |  |
| 1: Perceptual-Motor Skills and Movement Concepts | X | X | X | X | X | X | X | X |  |  |  |
| 2: Gross Locomotor Movement Skills | X | X | X | X | X | X | X | X |  |  |  |
| 3: Gross Motor Manipulative Skills | X | X | X | X | X | X | X | X |  |  |  |
| 4: Fine Motor Manipulative Skills | X | X | X | X | X | X | X | X |  |  |  |
| 5: Safety | X | X | X | X |  |  |  |  |  |  |  |
| 6: Personal Care Routines: Hygiene | X | X |  | X |  |  |  |  |  |  |  |
| 7: Personal Care Routines: Feeding | X | X |  | X |  |  |  |  |  |  |  |
| 8: Personal Care Routines: Dressing | X | X |  | X |  |  |  |  |  |  |  |
| Personal Care Routines [K only] |  |  | X |  |  |  |  |  |  |  |  |
| 9: Active Physical Play |  | X | X | X |  |  |  |  |  |  |  |
| No content: Holding row |  |  |  |  |  |  |  |  |  |  |  |
| 10: Nutrition |  | X | X | X |  |  |  |  |  |  |  |
| Knowledge of Wellness **[K only]** |  |  | X |  |  |  |  |  |  |  |  |
| **School-Age Version**—Physical Development  (PD) |  |  |  |  |  |  |  |  |  | 2 |  |
| 1: Gross motor development |  |  |  |  |  |  |  |  |  | X |  |
| 2: Fine motor skills |  |  |  |  |  |  |  |  |  | X |  |
| **School-Age Version**—Health  (PD) |  |  |  |  |  |  |  |  |  | 4 | 4 |
| 1: Safety |  |  |  |  |  |  |  |  |  | X | X |
| 2: Understanding of healthy lifestyle |  |  |  |  |  |  |  |  |  | X | X |
| 3: Personal care routines |  |  |  |  |  |  |  |  |  | X | X |
| 4: Exercise and fitness |  |  |  |  |  |  |  |  |  | X | X |
| History – Social Science  (HSS) |  | 5 | 5 |  |  |  |  |  |  |  |  |
| 1: Sense of Time |  | X | X |  |  |  |  |  |  |  |  |
| 2: Sense of Place |  | X | X |  |  |  |  |  |  |  |  |
| 3: Ecology |  | X | X |  |  |  |  |  |  |  |  |
| 4: Conflict Negotiation |  | X | X |  |  |  |  |  |  |  |  |
| 5: Responsible Conduct as a Group Member |  | X | X |  |  |  |  |  |  |  |  |
| Visual and Performing Arts  (VPA) |  | 4 | 4 |  |  |  |  |  |  |  |  |
| 1: Visual Art |  | X | X |  |  |  |  |  |  |  |  |
| 2: Music |  | X | X |  |  |  |  |  |  |  |  |
| 3: Drama |  | X | X |  |  |  |  |  |  |  |  |
| 4: Dance |  | X | X |  |  |  |  |  |  |  |  |
| No content: Holding row |  |  |  |  |  |  |  |  |  |  |  |
| **[K only]** Spanish  (SPAN) |  |  | (4) |  | (4) |  |  | (4) |  |  |  |
| 1: Language Comprehension in Spanish (Receptive) |  |  | \*\* |  | \*\* |  |  | \*\* |  |  |  |
| 2: Language Production in Spanish (Expressive) |  |  | \*\* |  | \*\* |  |  | \*\* |  |  |  |
| 3: Phonological Awareness in Spanish |  |  | \*\* |  | \*\* |  |  | \*\* |  |  |  |
| 4: Emergent Writing in Spanish |  |  | \*\* |  | \*\* |  |  | \*\* |  |  |  |

\* Conditional ELD measures

\*\* Conditional SPAN measures [K only]

The Preschool Fundamental View meets the requirements for Office for Special Education Programs (OSEP) reporting for children with IEPs.