Desired Results Developmental Profile
School-Age©

For Children and Families

DRDP-SA© (2011)
Complete Version

California Department of Education
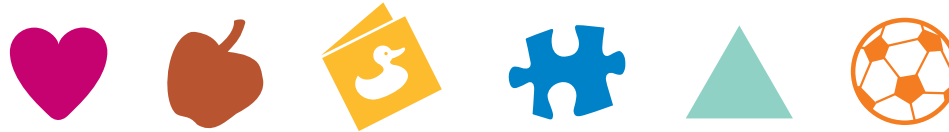Child Development Division

Sacramento, 2011

The Desired Results Developmental Profile – School-Age© (2011) was developed by the Center for Child and Family Studies at WestEd, Sausalito, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley, to support the implementation of the Desired Results system based on the guidelines and specifications of the Child Development Division, California Department of Education. The complete DRDP-SA© (2011) is available on the Department Web site at www.cde.ca.gov and on the Desired Results Training and Technical Assistance web site at www.desiredresults.us.

Contents

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

I. Overview of the Desired Results System

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

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

Desired Results for Children

DR 1: Children are personally and socially competent.
DR 2: Children are effective learners.
DR 3: Children show physical and motor competence.
DR 4: Children are safe and healthy.

Desired Results for Families

DR 5: Families support their child's learning and development.
DR 6: Families achieve their goals.

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

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

II. Introduction to the DRDP-SA© (2011)

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

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

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

The other components of the DR system are:

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

- **Desired Results Parent Survey.** The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. The Parent Survey is available at http//:www.cde.ca.gov/sp/cd/ci/DRDPforms.asp and http//:www.wested.org/desired results/training/index.htm.

- **The Environment Rating Scales.** The four Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child–teacher interactions, children's interactions and activities, language use, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/CDD program staff. Additional information on the ERS is available at http://www.fpg.unc.edu/~ecers/.

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

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

The reliability of an assessment instrument constitutes further evidence of validity. An assessment instrument is considered reliable if different observers rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP© studies, the level of agreement between observers documented for the DRDP© measures consistently met and exceeded accepted standards for reliability.

III. Structure and Components of the DRDP-SA© (2011)

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

The six components of each DRDP-SA© (2011) measure are highlighted in the sample measure below:

- A **domain** represents a crucial area of learning and development for young children. There are six domains in the DRDP-SA© (2011) complete version:
  - Self and Social Development (SSD)
  - Health (HLTH)
  - Language and Literacy Development (LLD)
  - Cognitive Development (COG)
  - Mathematical Development (MATH)
  - Physical Development (PD)
- A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-SA© (2011). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.
- The **definition** of a measure specifies the aspect of development that is being observed.
- The **developmental levels** for each measure represent a developmental continuum. Each developmental level specifies a point along the developmental continuum. In the DRDP-SA© (2011) Complete Version, most measures have five developmental levels. Measures in the HLTH domain have four levels. Measures in the LLD and MATH domains have six levels. The developmental levels in the DRDP-SA© (2011) are defined as follows:
  - **Developing:** Children at this level demonstrate an awareness of their behaviors and capabilities. They demonstrate an awareness of their own feelings and needs; recognize differences and similarities between themselves and others; engage in play with others while focusing primarily on their own needs; when reminded, respond consistently to adult requests and directions around rules, safety, personal care, and physical activity; understand and use simple language; engage with reading materials; write their own names; use familiar strategies to solve problems; know some letter and numbers; know and describe basic shapes; and use movements skills in a variety of tasks and settings.

  - **Understanding:** Children at this level begin to gain knowledge of their own skills and needs compared to those of others. They start to compare their own characteristics, skills and preferences to others; consider the needs of others; more consistently apply known rules and expectations for social interaction, safety, personal care, and physical activity with few reminders; use and understand more varied language; describe experiences in sequential order; identify simple sight words; write simple words; attempt different ways of solving a problem; invent new uses for toys and materials; maintain interest in activities of their choice; solve simple adding and subtracting problems with one-digit numbers; tell time to the nearest half hour; and coordinate multiple movements during activities.

  - **Integrating:** Children at this level begin to apply their knowledge of themselves and others. They begin to understand themselves in relation to others; carefully consider others' perspectives; resolve conflicts; follow rules for safety; engage in personal care routines without reminders; understand and use more complex vocabulary; write two or more sentences with accurate spelling, capitalization, and punctuation; make logical predictions of simple cause-effect events; make sense of new situations based on personal experience; persist in challenging activities; solve problems by adding and subtracting numbers with at least two digits; understand the relationships between units of time; and participate in extended physical activities.

▷ **Expanding:** Children at this level more consistently apply their knowledge and skills, demonstrating a more advanced understanding of themselves within the context of their community. They understand themselves as an important member of their community; understand and consider feelings, experiences, needs and rules of their group; propose solutions to conflicts; regularly follow safety rules; encourage others to practice good personal care routines; show understanding of indirect or playful language; select reading and writing resources for specific purposes; write clear and coherent sentences to express opinions and communicate with others; propose several reasonable alternatives to solve a problem; make logical predictions about future events; solve multiplication problems with numbers 0 to 10; measure accurately using appropriate units and subunits; and perform physical activities smoothly and effectively.

▷ **Connecting:** Children at this level consistently apply their knowledge and skills and demonstrate a deeper understanding of themselves in relation to others outside of their community. They understand experiences of others beyond their community; demonstrate an understanding of rules for the broader community; use language to express ideas and persuade; use the dictionary to learn the meaning of unfamiliar words; improve writing skills by creating more complex material; generate logical alternative solutions considering multiple viewpoints; identify the new skills necessary to improve at activities they choose; solve problems involving perimeter or area; make time unit conversions; and perform complex movements in coordination with others.

▷ **Applying:** Children at this level use their knowledge and skills to understand complex, real-life or hypothetical problems, including those of which they have no direct experience. They are able to draw conclusions using information gathered from various sources; use written and oral language to inform, persuade, and share ideas; use fractions and decimals to resolve real-life problems and calculate the duration of time; and understand three-dimensional objects.

▸ Each developmental level has a **descriptor** that describes observable child behaviors associated with that developmental level.

▸ Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An **example** is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.

California Department of Education
Child Development Division
Desired Results Developmental Profile—School-Age© (2011)
DRDP-SA© (2011) Complete Version
Kindergarten through age 12
Information Page

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

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

Child Information

1. Child's name: _____

2. Child's classroom: _____

3. Birth date (mm/dd/yyyy): _____

4. Initial date of enrollment (mm/dd/yyyy): _____

5. Does this child have an Individualized Education Program (IEP)?

   ☐ Yes   ☐ No   ☐ Don't know

   Accommodations/modifications?

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

Observer Information

6. Agency/site name: _____

7. Your name: _____

8. Title: _____

9. Did another adult assist you with assessing this child?

   ☐ Yes (role/relation): _____
   ☐ No

For the following questions, check all that apply:

	English	Spanish	Other (specify):
10. Child's home language(s)?	☐	☐	_____
11. What language(s) do you speak with this child?	☐	☐	_____

12. If you do not speak the child's home language, did anyone assist you who does speak it?

   ☐ Yes (role/relation): _____
   ☐ No

Additional comments:

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Instructions for Completing the DRDP-SA©

- Teachers may use either the DRDP-SA© (2010) Simplified Version or DRDP-SA© (2011) Complete Version.

- Use the DRDP-SA© with school-age children from kindergarten through 12 years old, including those who have an individualized education program (IEP).

- The teacher who most frequently interacts with the child is to complete the assessment instrument.

- Complete the Child Information section of the Information Page before beginning your observations.

- Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to assist in completion of the DRDP-SA©.

- Complete the DRDP-SA© within 60 calendar days of the child's enrollment and every six months thereafter.

- Complete the DRDP-SA© for every child who attends the program at least 10 hours or more each week.

- Include input from parents, other adults in the child's life, and teachers who frequently interact with the child.

- If the child has an IEP, collaborate with the special education service provider[1] to obtain input when completing the assessment and planning curriculum.

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

Completing the Information Page

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

Child Information

1. Write the child's first and last name.

2. Write the name of the child's classroom.

3. Write the child's birth date as mm/dd/yyyy (use this date format throughout).

4. Write the date of the child's first day of enrollment in the program. If there are multiple dates, write the earliest one.

5. Indicate if the child has or does not have an Individualized Education Program (IEP). Mark "Don't know" if the child's status is still being determined or if you cannot answer this question.

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

Observer Information

6. Write the full name of your agency.

7. Write your full name.

8. Write your job title (e.g., associate teacher, lead teacher, master teacher).

9. If you received help in completing this DRDP-SA© from another staff member, family member, or other adult who interacts with the child, check "Yes" and indicate the relationship of that adult to the child.

10. If you are the child's primary teacher, check "Yes." If you are not, check "No" and indicate your relationship to the child.

11. Specify what languages are regularly spoken in this child's home.

12. Specify what languages you use when speaking with this child.

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

Completing the Assessment Instrument Pages

1. For each of the 31 measures, fill in or check the bubble that corresponds to the **developmental level** the child has mastered at the time of the assessment. Consider the descriptors and examples to determine the child's level of mastery.

   ▷ The descriptors describe observable behaviors for the developmental level.

   ▷ The examples provide a sample of possible behaviors you might observe for each developmental level.

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

   ▷ Easily and confidently

   ▷ Consistently over time

   ▷ In different settings

   Note: If a child has not mastered the first level of the developmental continuum for a measure, mark the "Not yet at first level" bubble provided at step 1, above the descriptors.

2. Use the space at the bottom of the page to write your evidence for the rating you chose and provide references to other documentation.

   ▷ Write what you have observed the child doing that demonstrated mastery at the level you marked or include references to your notes and records for this child; notes made by others, such as parents or other staff; the child's portfolio; or another developmental assessment.

3. If the child is emerging to the next level, indicate this by marking the "Yes" bubble provided at step 3 on the lower left of the page. Use the bottom section of the page to document evidence of behaviors that indicate that the child is emerging to the next level.

   ▷ A child may be emerging to the next level by showing behaviors associated with the next developmental level; however, the child does not typically or consistently demonstrate the behaviors.

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

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

Completing the Rating Record

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

1. Fill out the information at the top of the Rating Record.

2. For each of the 31 measures, mark the column of the corresponding developmental level the child has mastered.

3. If the child is emerging to the next level, mark the column labeled "Emerging."

4. If you are unable to rate a measure, mark the column labeled "Unable to Rate."

5. On a separate page, record your evidence or provide references to other documentation for each measure. Include any evidence of emerging behaviors for any measure you marked "Emerging." For any measure marked "Unable to Rate," describe the reason.

6. Review and update the Child Information on the copy of the Information Page that was filled out at the time of the first assessment. Complete the Observer Information. Enter the date the ratings were completed. Attach the Information Page to the Rating Record and the separate page(s) of documentation.

Desired Results Developmental Profile—School-Age© (2011) Complete Version
Rating Record

Date of assessment: _____ Child: _____ Observer: _____

Classroom: _____ Site: _____ Agency: _____

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

SA Measure	DOMAIN: Self and Social Development (SSD)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
1	**SSD1:** Identity of self and connection to others									
2	**SSD2:** Self-esteem									
3	**SSD3:** Empathy									
4	**SSD4:** Impulse control									
5	**SSD5:** Follows rules									
6	**SSD6:** Awareness of diversity: appreciation of differences and similarities									
7	**SSD7:** Interactions with adults									
8	**SSD8:** Friendship									
9	**SSD9:** Conflict negotiation									

SA Measure	DOMAIN: Health (HLTH)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
10	**HLTH1:** Safety									
11	**HLTH2:** Understanding healthy lifestyle									
12	**HLTH3:** Personal care routines									
13	**HLTH4:** Exercise and fitness									

SA Measure	DOMAIN: Language and Literacy Development (LLD)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
14	**LLD1:** Comprehension of oral language									
15	**LLD2:** Expression of oral language									
16	**LLD3:** Interest in literacy									
17	**LLD4:** Decoding and word recognition									
18	**LLD5:** Comprehension of written materials									
19	**LLD6:** Writing									

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Desired Results Developmental Profile—School-Age© (2011) Complete Version
Rating Record

Date of assessment: _____ Child: _____ Observer: _____

Classroom: _____ Site: _____ Agency: _____

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

SA Measure	DOMAIN: Cognitive Development (COG)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
20	**COG1:** Cause and effect									
21	**COG2:** Problem solving									
22	**COG3:** Demonstrates inventiveness									
23	**COG4:** Memory and knowledge									
24	**COG5:** Pursuit of understanding									
25	**COG6:** Task persistence									
SA Measure	DOMAIN: Mathematical Development (MATH)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
26	**MATH1:** Number sense of mathematical operations									
27	**MATH2:** Measurement									
28	**MATH3:** Shapes									
29	**MATH4:** Time									
SA Measure	DOMAIN: Physical Development (PD)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
30	**PD1:** Gross motor movement									
31	**PD2:** Fine motor skills									

Domain		Measure	
Self and Social Development (SSD)	**1**	SSD1:	Identity of self and connection to others
	2	SSD2:	Self-esteem
	3	SSD3:	Empathy
	4	SSD4:	Impulse control
	5	SSD5:	Follows rules
	6	SSD6:	Awareness of diversity: appreciation of differences and similarities
	7	SSD7:	Interactions with adults
	8	SSD8:	Friendship
	9	SSD9:	Conflict negotiation
Health (HLTH)	**10**	HLTH1:	Safety
	11	HLTH2:	Understanding healthy lifestyle
	12	HLTH3:	Personal care routines
	13	HLTH4:	Exercise and fitness
Language and Literacy Development (LLD)	**14**	LLD1:	Comprehension of oral language
	15	LLD2:	Expression of oral language
	16	LLD3:	Interest in literacy
	17	LLD4:	Decoding and word recognition
	18	LLD5:	Comprehension of written materials
	19	LLD6:	Writing

Domain		Measure
Cognitive Development (COG)	20	COG1: Cause and effect
	21	COG2: Problem solving
	22	COG3: Demonstrates inventiveness
	23	COG4: Memory and knowledge
	24	COG5: Pursuit of understanding
	25	COG6: Task persistence
Mathematical Development (MATH)	26	MATH1: Number sense of mathematical operations
	27	MATH2: Measurement
	28	MATH3: Shapes
	29	MATH4: Time
Physical Development (PD)	30	PD1: Gross motor movement
	31	PD2: Fine motor skills

Measure 1: Identity of self and connection to others

School-Age

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

♥

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

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○
Accurately describes self in terms of physical characteristics, preferences, and things he or she can do	**Describes physical characteristics, preferences and things he or she can do in relation to another person**	**Describes self in terms of roles within one or more groups of people he or she knows**	**Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)**	**Describes self in terms of roles he/she may have in the future**

Examples

▸ "I know how to play checkers but not chess."	▸ "I can run faster than Tommy, but he can throw the ball farther."	▸ "We're making a city. I make the houses, and Tina digs the rivers and makes roads."	▸ "At school, I'm in charge of bringing attendance sheets to the main office."	▸ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays."
▸ "I like this game; it's my favorite."	▸ "I am as tall as you are."	▸ "I'm the singer in the band, and he plays the guitar and keyboard."	▸ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale."	▸ "I like helping children with their math homework; that's why I want to be a teacher."
▸ "I can swim in the shallow end but not the deep end."	▸ "I like cheese crackers, but my brother likes the peanut butter ones."	▸ "I'm the one in my family who sets the table for dinner."	▸ "It's my job to find places to volunteer for a service-learning project."	▸ "I'd like to be a nurse because I like to help people, especially when they are sick."
▸ Draws picture of herself, showing her doing things she really does or with her favorite things.	▸ "I'm right-handed, and she's left-handed."		▸ "I'm a peacemaker at school: that means I help other children solve their problems."	
▸ "I use a wheelchair."	▸ "I'm older than you are."		▸ "I'm a study buddy to younger children."	

2. **Record evidence for this rating here.** ▸

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

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

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Measure 1	**Identity of self and connection to others**	**SSD 1** (of 9)

Measure 2: Self-esteem

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

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯
Makes positive judgments about personal characteristics, skills, or behavior	**Makes positive judgments about personal characteristics, skills, or behavior in relation to someone else**	**Makes positive judgments about self related to others in his or her group; describes personal role within group**	**Makes positive judgments about self related to others in his or her community including people he or she may not know (the whole school, the town where he or she lives)**	**Makes positive judgments about self based on how he or she has done in the past and may do in the future**

Examples

▸ "I am good at drawing animals." ▸ Smiles proudly at picture or art project she has made. ▸ "I can run really fast!"	▸ "I'm really good at handball—I can even beat Jose some of the time." ▸ "I'm glad that I was chosen for a big role in the play."	▸ "I help other children in my class with their math homework because I'm good at math." ▸ "Whenever we play soccer, I'm the goal-keeper because I'm not afraid of the ball." ▸ "My friends like me because I don't tell their secrets."	▸ "I helped my school's recycling program by making signs and putting them on trash cans." ▸ "I've helped other families by working on the food drive." ▸ "I like helping people in my community. I help every week in my school's library." ▸ "I play soccer in the 'rec' league and I'm a pretty good goalie." ▸ "Our band got second place in the state competition!"	▸ "I will do well in college because I study a lot." ▸ "I could go to the Olympics. I practice every day." ▸ "I could be a translator because I speak English and Spanish/Chinese [my home language] well."

2. Record evidence for this rating here. ▸

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

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

For Children and Families

Measure 2	Self-esteem	SSD 2 (of 9)

Measure 3: Empathy

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

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯
Demonstrates awareness of own feelings	**Shows awareness of feelings of others with appropriate words or actions**	**Shows understanding of how someone else might feel in a certain hypothetical situation**	**Shows understanding of feelings and experiences through words or actions for groups of people who live in his or her community (may not know them)**	**Shows understanding of feelings and experiences through words or actions for groups of people beyond his or her immediate community**
Examples ▸ "I feel really happy (sad, calm, thankful)." ▸ "I'm excited about our trip to the tide pools." ▸ Draws picture to show how he feels.	▸ "She's happy because her grandma is coming to visit." ▸ "My mom was really surprised and happy when we brought her breakfast in bed." ▸ Offers assistance to friend who is hurt, such as giving a bandage or asking, "Do you need a bandage?" ▸ Points out a picture in a book and accurately identifies a feeling to match the facial expression (happy, mad, sad).	▸ Says her sister must be getting excited because her birthday is coming up. ▸ "My mom would be so proud if I won this contest." ▸ "Mark will feel so good if he finishes his model plane [because he's been working so hard on it]." ▸ "Sarah will be disappointed if she doesn't place in the top 10, because she has been practicing so much."	▸ "I'm doing the walk-a-thon for the [local] children's hospital to raise money for sick children." ▸ Helps collect clothes/toys/food for a family whose house burned down near the school. ▸ "I feel sad for the children on the school team because we lost the tournament."	▸ "I worry about children who don't have enough to eat." ▸ "I heard on the news that a girl is missing. Her parents must be worried." ▸ Writes a letter to a child who is sick in another state or country. ▸ "I can't even believe how hard it would be to lose everything I have in a flood." ▸ "It would be hard to have to switch schools because you lost your home." ▸ Sends a letter to an unknown soldier stationed abroad.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS

For Children and Families

Measure 3	**Empathy**	**SSD 3** (of 9)

Measure 4: Impulse control

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

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯
Responds to adult reminder or direction to control inappropriate impulses	**Applies known rules to manage frustrating situations**	**Controls impulses independently, understanding the other person's point of view**	**Controls impulses based on what is right or fair for his or her immediate group**	**Controls impulses based on the needs of the greater community (people the child does not know)**

Examples

▸ Expresses her anger or frustration by using words instead of hitting or throwing toys when reminded by staff. ▸ During circle time, if reminded to raise hand, child does so rather than call out to make comment or answer a question. ▸ Takes a toy from another child without asking, but waits for turn when reminded to.	▸ Raises hand and waits to be called on to make a comment or ask a question. ▸ When frustrated by the actions of another, refrains from hitting and instead seeks help from an adult. ▸ While waiting for a turn on the computer or in a game, chooses another acceptable activity to do (alternate activity may be suggested by staff).	▸ While waiting for a staff person, sits down to draw, read, or play something without being directed to. ▸ Suggests a reasonable compromise between what he wants to do and what peer wants to do. ▸ Indicates he will complete his homework before going out to play, because his parents requested it.	▸ Refrains from participating in a group that is teasing or bullying (because it's not 'fair' or 'nice'). ▸ Waits until it is her turn. When asked why, might reply "because they were here first [and it's only fair]." ▸ Without prompting, child agrees to participate in a game of softball, even though she/he 'voted for' soccer, because she accepts 'majority rules' [as what is most fair]. ▸ Resists peer pressure, instead choosing to do what is 'right' or 'fair.'	▸ Turns in found items to lost and found (instead of keeping them for herself). ▸ Returns money when he receives too much change back. ▸ Shows respect for others in the community (doesn't litter, doesn't damage property).

2. **Record evidence for this rating here.** ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 4	Impulse control	SSD 4 (of 9)

Measure 5: Follows rules
Definition: Child shows ability to follow rules in increasingly broad settings and understands the purpose of having rules

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯
Follows most program rules but often needs to be reminded	**Follows most rules and understands reasons for rules, even if he or she doesn't always follow them**	**Follows rules without reminders, even if he or she doesn't want to, and expects others to do the same**	**Knows and understands rules of the familiar group, and suggests ways to improve them so that they are fair for everyone in the group**	**Knows and understands rules for the broader community and suggests ways to improve them so that they are fair for everyone in the community**

Examples

▸ Attempts to play with toys at inappropriate times until reminded not to by staff. ▸ Tries to take an extra turn but conforms to game rules when reminded by an adult.	▸ Follows rules when suggested by peers or teachers, "You have to go to the end of the line because you're out." ▸ Reminds others to "follow the rules."	▸ Sits out willingly when it's no longer his turn. ▸ Expresses disappointment or disapproval when others do not follow the rules. ▸ Puts name on list to use the computer and waits turn; tells other child who is trying to use it out of turn to "put your name on the list." ▸ Readily goes to the back of the line when 'out' or sits out when it's no longer his turn.	▸ Suggests that children pick names out of a hat to decide teams because it's 'only fair' that everyone gets a chance at the best players. ▸ Suggests that game rules be changed to include more people. ▸ Suggests that it's OK to change rules if it's 'for a good reason.' ▸ Suggests a rotating schedule/sign-up sheet for using the computer so everyone gets a turn.	▸ Suggests that older children wait until 3:30 before using the playground so that younger children can gain access to the play structures by themselves. ▸ Suggests changing the rules for dropping off children so it will be safer. ▸ Suggests that children who are traffic guards should be allowed an extra five minutes before being marked late.

2. **Record evidence for this rating here.** ▸

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

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

Measure 5 | **Follows rules** | **SSD 5 (of 9)**

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

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

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

Developing	Understanding	Integrating	Expanding	Connecting
◯	◯	◯	◯	◯
Identifies physical differences and similarities between self and others	**Expresses awareness of nonphysical differences and similarities between self and others, such as those related to culture, language, family structure, or religion**	**Makes accommodations for others in the group who are different from him or her**	**Takes action that shows interest in, and appreciation for, the similarities and differences of people in his or her community (may not know them)**	**Shows interest in promoting social justice for people beyond his/her community**

Examples

▸ "Her arms are stronger than mine."	▸ "He lives with his grandma and cousins, and I live with my mom."	▸ Helps a child in a wheelchair get something off a high shelf.	▸ Writes a story about the meaning of Martin Luther King Day.	▸ Discusses the similarities and differences between women's rights here and in other countries.
▸ Finds pictures in magazines of people who look the same as and who look different from herself.	▸ "We should make sure that we choose food for the party that everyone can eat."	▸ Suggests new rules for a game to include a child with a disability.	▸ Attempts to learn basic vocabulary from a new language.	▸ Discusses human rights and talks about ways to protect them.
▸ "He and I both wear glasses."	▸ "We both speak English but Jose speaks Spanish, too."	▸ "We should write a sign saying 'hello' in different languages, so everybody will feel welcome."	▸ "Let's print the flyers in different languages so everyone's parents can read them."	▸ Talks about how people shouldn't buy clothes made using child labor.
	▸ "My friend didn't come to school because he is having a special celebration at home."	▸ Encourages peers to include children who are different.	▸ Voluntarily helps to research and plan a field trip to visit different places of worship in his community.	
		▸ Ensures that children who are learning English understand the rules before starting a game.	▸ Volunteers to participate in organizing a multicultural event (school potluck, variety show, music night, recipe book).	

2. **Record evidence for this rating here.** ▸

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

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

DESIRED RESULTS
For Children and Families

| **Measure 6** | **Awareness of diversity: appreciation of differences and similarities** | **SSD 6 (of 9)** |

Measure 7: Interactions with adults

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

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

Developing	Understanding	Integrating	Expanding	Connecting
◯	◯	◯	◯	◯
Seeks out one or two trusted adults for guidance or companionship in daily activities	**Interacts with a wider variety of adults, displaying increasing independence but still relying on them for guidance or reassurance**	**Listens to and considers adult's perspective while expressing and defending own ideas**	**Expresses clear sense of self as separate from adults in community (teachers, staff, parents, police officer, mayor), but acknowledges adult's perspective**	**Expresses clear sense of self as different from adults outside of their community, in the nation/ world, but acknowledges adult's perspective**

Examples

‣ Looks to trusted adults to determine daily schedule/activities, or needs adults to suggest or initiate reasonable activities.	‣ Initiates activities independent of adults but within adults' guidelines (starts an activity but needs help maintaining it).	‣ Acknowledges rules of adult, but states what she would like to be different— "If I were in charge, I'd make a rule that..."	‣ "If I get elected to the student council, I'm going to tell the teachers that children need more recess."	‣ "I know adults have to drive to work, but they should think about carpooling to help the environment."
‣ Notices when particular adult is absent.	‣ Comes back from independent play to report what she is doing.	‣ "Can we have snack before we do homework because we had an early lunch at school today?"	‣ "Most parents think we should go to bed by nine o'clock, but I think children should go to bed when they are tired."	‣ "I know it would be hard, but if I were the president, I would make sure there was a park in every neighborhood."
‣ Seeks out favorite adult to sit next to during group activities.	‣ Seeks recognition for a drawing or other accomplishment.	‣ Helps point out strong points of other players to coach.	‣ "They want to close the school because there aren't enough children in the area, but I think they should leave it open because this is the school some children are used to."	‣ Writes a car company to ask for safer, more energy-efficient cars.
	‣ Asks for reassurance while playing a game—"Is this a good move?"	‣ Converses with adults about an idea or perspective, both giving own perspective and listening to adults.	‣ "If I were in charge, I'd have a skateboard ramp in every park, but they think that children will get hurt."	

2. **Record evidence for this rating here.** ▶

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

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

DESIRED RESULTS
For Children and Families

Measure 7	Interactions with adults	SSD 7 (of 9)

Measure 8: Friendship
Definition: Child develops one or more close relationships with peers and extends concept of friendship beyond his/her community

♥

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯
Plays with other known children, focusing on own needs and making limited compromises with playmates	**Listens to and considers the needs and interests of a friend when they are expressed**	**On his or her own, considers and acknowledges the perspectives of one or more close friends**	**Considers the needs and interests of a group of friends and seeks ways to balance those with own interests and needs**	**Demonstrates concern and caring for children outside his or her community**
Examples				
▸ Agrees to play pirates but only if playmate agrees to go outside. ▸ Continues to play with playmate even if unsuccessful in coaxing other child into playing his or her way. ▸ Tries to coax playmate into playing his way. ▸ Persists in playing one way despite requests from playmate to play another way.	▸ Asks friend what he wants to do—"Do you want to play inside or outside?" ▸ "I'll pick a game we play, then you pick one."	▸ Soothes a friend who lost a game or was eliminated. ▸ "I know you like hopscotch, so let's play that first." ▸ Acknowledges and respects a friend's opinion even if it is different from his own. ▸ "I know you like that book, but I don't think it was good." ▸ Asks if a friend knows how to play a game. If he says no, suggests another game.	▸ Agrees to watch a movie that isn't his first choice because his friends are watching it. ▸ Compromises on game rules when necessary to keep a game moving. ▸ Expresses unwavering support for the team, school, or candidate that his friends or parents support.	▸ Collects food or supplies to aid children affected by natural disasters. ▸ Writes letters or shows interest in children in different parts of the country or world. ▸ Sends cards to a children's hospital. ▸ Exchanges e-mails with or reads blogs from children who live in other cities.

2. **Record evidence for this rating here.** ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 9: Conflict negotiation
Definition: Child resolves conflicts by proposing solutions that consider the needs of others and extends concept of negotiation beyond his/her community

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯
During a conflict with another child, expresses own needs and desires	**During a conflict, listens to desires of another child and suggests or accepts a mutually agreeable solution**	**Resolves conflicts by proposing solutions that address the desires or rights of everyone in the group**	**Proposes solutions to conflicts that address the desires or rights of everyone in the community (even those who are not known personally)**	**Proposes solutions to conflicts that address the desires or rights of people beyond his or her community**
Examples				
▸ "I want to play with this now." ▸ "I got to the swings first, so I get to go first." ▸ Uses nonverbal communication, such as pointing or gesturing, to show the toy she wants to play with.	▸ "If you give me a turn, I'll give it right back to you." ▸ "His dad is picking him up in ten minutes, so he should go first." ▸ When playing with dolls, shares the clothing. ▸ Accepts caregiver's suggestion, "Let's do Rock, Paper, Scissors."	▸ "Let's vote on this, but when Susana gets back she gets to vote too." ▸ "We need to save some for David because he's out sick today, but he worked for this too." ▸ When playing basketball game of HORSE with younger children, gives them two tries per turn instead of one. ▸ "My friend is out sick today—can we wait until tomorrow to pick parts for the play so she doesn't miss out?"	▸ "If they don't want us skateboarding on the stairs because it isn't safe, they could build a skate park." ▸ "I think children who are caught doing graffiti should have to clean up all the walls in the neighborhood." ▸ Child is part of safety patrol.	▸ "If two contestants on a reality show do very well, they should split the prize. It's not fair that one gets second place and doesn't win anything." ▸ "If someone finds a winning lottery ticket that someone else lost, then the person who bought it should get the prize." ▸ Takes action to speak out against injustice (writes a letter, signs a petition). ▸ Participates in a discussion to brainstorm ideas about how to reduce violence in the world.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 10: Safety
Definition: Child shows increasing independence in following rules for personal safety

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯
Follows safety rules only when reminded	**Follows safety rules sometimes or with few reminders or little encouragement**	**Follows safety rules independently and on a regular basis**	**Participates in establishing rules and procedures that are safe for specific activities**

Examples

▸ When reminded, follows rule for safely entering the room one at a time, instead of rushing and pushing through the door.	▸ Observes some safety boundaries, such as not walking in front of and behind someone swinging a bat, but may need reminders.	▸ Independently looks both ways before crossing the street.	▸ Initiates procedures for safety, such as drawing 'boundaries' for a game of jump-rope so people who are passing by won't get hurt.
▸ When reminded, keeps gate to playground closed.	▸ Uses caution when jumping off equipment sometimes, but not always.	▸ Consistently carries scissors pointing down while walking.	▸ Reminds other children of safety rules.
▸ When reminded, asks for assistance to retrieve something from a high or dangerous place (a ball that is on the roof).	▸ Handles scissors safely (when using or carrying), but may need reminders.	▸ Regularly uses caution when walking in front of moving swings or slide that others are using.	▸ Identifies potential safety problems—"Let's store the heaviest blocks on the lowest shelves so they won't fall on anyone."
		▸ Stops a throwing game when someone walks through the game (to avoid hitting person).	▸ "Let's move the reading center away from the door, so people don't get hit when it's opened."

2. Record evidence for this rating here. ▸

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

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

Measure 10　　　　**Safety**　　　　**HLTH 1 (of 4)**

Measure 11: Understanding healthy lifestyle

Definition: Child shows increasing independence in making healthy lifestyle choices

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯
Makes healthy choices when reminded or encouraged	**Makes healthy choices with few reminders or little encouragement**	**Makes healthy choices independently and on a regular basis**	**Encourages others to make healthy choices**

Examples

‣ Eats fruit for snack when it is provided. ‣ Wears hat on a sunny day when reminded. ‣ Follows suggestion to clean up art project early to be ready when parent arrives for pick-up.	‣ When allowed to make choices, sometimes chooses healthful food. ‣ Needs few reminders to plan ahead. ‣ With little encouragement, agrees to put on sunscreen when playing outside on a sunny day.	‣ When allowed to make choices, regularly chooses healthful food, such as fruits or vegetables. ‣ Sets own schedule to complete work, avoiding last-minute rush. ‣ Resists peer pressure to make unhealthy choices. ‣ Independently chooses to avoid intense physical activity when sick or tired.	‣ Debates benefit of alternatives to candy and soft drinks on-site. ‣ Brainstorms with peers how to get school work done early to reduce stress. ‣ Engages in discussion about resisting negative peer pressure. ‣ Makes posters for program about healthy lifestyle choices. ‣ Discusses the benefits of making food choices using the food pyramid.

2. **Record evidence for this rating here.** ▶

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

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

Measure 12: Personal care routines
Definition: Child shows increasing independence in following personal care routines

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

Developing	Understanding	Integrating	Expanding
◯	◯	◯	◯
Follows rules of good personal care only when reminded	**Follows rules of good personal care with few reminders or little encouragement**	**Independently practices good personal care on a regular basis**	**Encourages good personal care among others**

Examples

▶ Follows rules or routines to wash hands before or after eating only when reminded by staff.	▶ When given the choice, practices personal hygiene in some situations or some of the time (sometimes covers mouth when coughing; remembers to wash hands after using the bathroom but may forget to wash before eating).	▶ Washes hands before eating and after using the toilet without being asked or reminded.	▶ Helps younger child wash hands thoroughly.
▶ Covers mouth when coughing only when reminded by staff.	▶ Sometimes remembers to use tissues when needed, but sometimes needs reminder.	▶ Independently uses tissues when needed.	▶ Tells another to use soap when washing hands.
▶ Ties or closes shoes when reminded.	▶ Remembers to dress warmly before going out in cold but sometimes needs reminders.	▶ Covers mouth when coughing without being reminded.	▶ Reminds others to cover mouth when coughing or to use tissue when needed.
▶ When reminded, puts on warm clothes before going out in cold.		▶ Dresses warmly before going out in cold weather.	▶ Suggests to friend to get her raincoat because it is raining outside.
		▶ Independently keeps shoes tied or fastened.	▶ Notices and points out a friend's shoe is untied during a running game.

2. Record evidence for this rating here. ▶

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

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

DESIRED RESULTS
For Children and Families

Measure 12	**Personal care routines**	**HLTH 3** (of 4)

Measure 13: Exercise and fitness
Definition: Child shows increasing independence in participating in exercise and fitness activities

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

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭
Participates in active physical activity only when strongly encouraged	**Participates in active physical activity with some reminders or little encouragement**	**Participates in active physical activity independently and on a regular basis**	**Encourages others to engage in regular physical activity**

Examples

▸ Participates in basketball or soccer game only when encouraged by another child. ▸ Participates in adult-guided physical activities, such as a hike or nature walk, with encouragement.	▸ Sometimes chooses to play outside but occasionally needs a reminder. ▸ Sometimes chooses to participate in organized physical activities, such as a dance or drill team.	▸ Independently chooses to play an outdoor sport game during free choice time. ▸ Regularly participates in a variety of physical activities, such as a dance or drill team.	▸ Proposes formation of after-school soccer team. ▸ Designs poster about benefits of regular exercise. ▸ Helps organize physically active game. ▸ "Let's play soccer outside instead of sitting in front of the computer."

2. **Record evidence for this rating here.** ▸

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

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

Measure 13	Exercise and fitness	HLTH 4 (of 4)

Measure 14: Comprehension of oral language

Definition: Child shows understanding of increasingly varied and complex oral language by responding appropriately (acting or communicating)

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Shows understanding of simple language and oral directions	**Shows understanding of more varied language, conversation, and stories**	**Shows understanding of increasingly complex conversation and vocabulary**	**Shows understanding of indirect or playful language and expressions**	**Shows understanding of new concepts he or she hears by relating them to personal experiences**	**Draws appropriate conclusions from conversation, stories or songs and applies them to situations he or she may not have experienced**
Examples					
▸ Understands simple stories that are read to her. ▸ Retells the major events of a story that is read or told. ▸ Shows understanding of 1- or 2-step directions that are part of a familiar routine or activity (even if he does not follow the steps).	▸ Discusses a movie, demonstrating basic understanding of the plot. ▸ Re-tells some details of a story he has heard using simple vocabulary. ▸ Shows understanding of 1- or 2-step directions for a new or unfamiliar routine or activity.	▸ Re-tells stories that use complex vocabulary and language in her own words. ▸ Shows understanding of unrelated 3- and 4-step directions for a new or unfamiliar art or cooking activity. ▸ Answers 'why' and 'how' questions about conversations or stories heard.	▸ Enjoys language-related humor, such as jokes that include puns or other word play. ▸ Understands what a friend means when she says, "I have a ton of homework!" ▸ Understands that words can have several meanings (figures of speech, puns, metaphors). ▸ Recognizes and understands sarcasm such as a competitor saying, "I really hope you win," or "No kidding."	▸ Relates a new idea from a group discussion on what is fair or just to an injustice he has experienced. ▸ When hearing about a business that closed, tells friend about someone he knows who has lost her job. ▸ Relates conversation about equal rights movement to her right to try out for football team. ▸ Compares a holiday from a different culture to a similar one she celebrates.	▸ Upon hearing about a historical event, such as the potato famine in Ireland, suggests what might have been done to prevent it. ▸ After seeing a movie that takes place in another country, draws conclusions about life for children in that country. ▸ Talks about how some songs tell stories about other people's lives and can help you understand things from their point of view.

2. **Record evidence for this rating here.** ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 15: Expression of oral language
Definition: Child uses oral language to communicate clearly and effectively

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

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○	Applying ○
Creates longer sentences by using words like "if," "when" and "because"	**Describes events or experiences in logical, sequential order**	**Combines sentences to create a complete, logical story or idea that includes descriptive words and follows basic rules of grammar**	**Uses increasingly complex vocabulary and grammar to communicate more effectively and fully**	**Uses language to express complex ideas and opinions and to be persuasive**	**Uses language to clearly express complex thoughts about hypothetical ideas (not personally experienced), connecting them to previous experiences and drawing conclusions**

Examples

▸ Says such things as, "When I went to my dad's house, we played in the pool because it was hot outside." ▸ "If we finish our homework, we can go outside to play, right?" ▸ "I like this kind of snack, because we get to help mix the dough and bake the muffins."	▸ Tells events of a story in the correct order. ▸ Accurately explains the steps required to play a game. ▸ Explains to new child, "It's snack time now. We have to wash our hands before snack. After snack, we get to play games."	▸ Uses correct subject-verb agreement for regular verbs, such as, "I wash my hands and she washes her hands." ▸ Uses simple (-s) plurals correctly. ▸ Uses contractions, such as, "I wasn't here yesterday." ▸ Tells a story about something that has happened, presenting a main idea and organizing details. ▸ Conveys basic points/moral/ theme/ main ideas of a story.	▸ Uses correct subject-verb agreement for irregular verbs, such as, 'fall/fell/ fallen.' ▸ Uses more complex vocabulary to describe, with details, a wide range of feelings and experiences. ▸ Uses indirect speech (where what is said differs from what is meant), such as irony. ▸ Uses more complex plurals correctly, such as 'mouse/ mice.'	▸ Talks about ideas such as friendship, loyalty, or her culture and traditions. ▸ States and defends opinions, such as "I think we shouldn't have to wear uniforms to school because..."	▸ Describes in some detail future plans, such as going to college. ▸ Suggests how and why baby-sitting would be good practice for becoming a teacher.

2. **Record evidence for this rating here.** ▸

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

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

Measure 15	**Expression of oral language**	**LLD 2** (of 6)

Measure 16: Interest in literacy
Definition: Child shows increasing interest in literacy activities (stories, books, writing, reading, maps)

1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting	Applying
○	○	○	○	○	○
Seeks out, looks at, or listens to a variety of reading materials	**Participates in reading activities that link the story to the outside world**	**Uses reading and writing skills to extend play or learning activities**	**Selects appropriate reading and writing resources for a specific purpose**	**Chooses and persists with reading and writing activities that increase his or her mastery of literacy skills**	**Uses reading activities to independently explore, describe, and/or try to understand feelings and experiences of self or others**

Examples

▸ Asks adult to read a book about a favorite topic. ▸ Listens to a book being read. ▸ Pretends to read a book. ▸ Incorporates books and other literacy materials into play (uses pens, pencils, magazines, paper).	▸ Compares stories by saying, "This story is not as funny as the one you read yesterday" or "There was a dog in the other book, too." ▸ Makes up new words to a song that are related to a story. ▸ While participating in a discussion about a story that involves fire trucks, mentions the fire station in her neighborhood.	▸ Chooses to read or write in free time. ▸ Tries to find a book by a specific author or subject. ▸ Plays simple versions of word games (Scrabble Jr., Mad Libs, or crossword puzzles). ▸ Chooses to write a short story or to make a poster or 'comic strip' that includes text.	▸ Uses 'word wall' or bulletin boards to learn new words. ▸ Seeks out specific magazines about topics she is interested in (birds, superheroes, fantasy). ▸ Uses a graph, table, or map to obtain information. ▸ Uses an outline handout to help complete writing assignment.	▸ Practices writing skills through poetry, story writing, songwriting, etc. ▸ Plays word-based board games such as Boggle, Upwords, and Scrabble. ▸ Uses spell check on the computer or electronic dictionary.	▸ Reads lyrics and talks about the feelings the musician is trying to convey. ▸ Uses music, stories, or poetry to gain insight into how others with experiences similar to his own express themselves. ▸ Reads a diary of a slave to gain insight into what it was like to live as a slave.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 16	Interest in literacy	LLD 3 (of 6)

Measure 17: Decoding and word recognition

Definition: Child shows increasing recognition and understanding of letters and words

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

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○	Applying ○
Recognizes and names at least half of the printed alphabet letters	**Identifies simple/ familiar sight words and simple sentences**	**Sounds out written multi-syllable words that he or she knows**	**Figures out new, multi-syllable words by using strategies (sounding them out, using knowledge of prefixes such as "un," "dis," or "pre," breaking the word up)**	**When reading, independently uses dictionary and/or other resources (thesaurus, encyclopedia, Internet) to learn meanings of unfamiliar words**	**Uses word knowledge to explain meaning of words to others**

Examples

▸ Says the names of letters observed in the program (on bulletin boards, cubbies). ▸ Plays age-appropriate word-based games, such as 'Alphabet Bingo'.	▸ Recognizes written words like 'the,''have,''said,''come,' 'give,''of.' ▸ Sounds out written words such as 'cat,''bat,''hat,''fat.' ▸ Strings together familiar words to read a simple story. ▸ Plays age-appropriate word-based games, such as 'Match Word.' ▸ When being read to, points to words and 'reads' them.	▸ Reading an age-appropriate book, sounds out words such as 'supper,''practice,''feelings.' ▸ Sounds out written words in the environment such as 'basketball,''parent,' 'friendship,' and 'adios.'	▸ When reading a book, figures out the meaning of words such as 'unfamiliar,' 'discomfort,' or 'pregame' from his knowledge of prefixes. ▸ Sounds out new multi-syllable words on a poster, using context of poster theme to help figure them out. ▸ When reading instructions for a game, uses context to figure out word meanings.	▸ When reading a science book, uses the glossary to learn the meaning of a new term. ▸ Uses an online encyclopedia to research a report on an unfamiliar topic, such as 'euthanasia.' ▸ When writing a poem, uses a thesaurus to look for new words.	▸ Describes the difference between the two meanings of sound in sentences like, "The creaking sound makes me wonder if the bridge is sound." ▸ Repeats request from teacher to speak softly by saying "please speak quietly." ▸ Explains the meaning of a difficult word that is unfamiliar to a friend.

2. **Record evidence for this rating here.** ▸

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

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

Measure 17	**Decoding and word recognition**	**LLD 4** (of 6)

Measure 18: Comprehension of written materials

Definition: Child shows increasing understanding of written materials and applies this knowledge in increasingly broad settings

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

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Shows knowledge of basic plot by retelling (in correct sequence) the main events in a book read to him/her	Retells the central idea of a short or simple story he or she has read	Shows understanding of the basic plot in a book he or she has read by sequencing the main events	Shows knowledge of the plot and the details in a book read by him/her	Relates characters, themes (ideas) or factual information from one written item to other written items he or she has read	Draws conclusions and makes generalizations (applies knowledge to other situations supporting his/her position) from what he or she has read and prior knowledge

Examples

▸ Explains the steps of planting a seed after reading "The Carrot Seed." ▸ Retells a story by placing story picture cards or flannel board pictures in order. ▸ Pretends to be a child who turns into a monster and becomes the king of the monsters after hearing the book, "Where the Wild Things Are."	▸ Says, "The little dog got lost and he is trying to get back home," about a book he read. ▸ Reads text on a web page and says, "This tells you about whales."	▸ Says, "The little dog got lost. First he went to the police officer for help, then the milkman, then the lady in the store. At the end he found his house." ▸ Reads text on a web page and says, "This tells you why whales are so large, where they live, what they do, and how many there are."	▸ Reads stories and accurately retells what she has read. ▸ Reads and understands instructions for a game. ▸ Reads and uses a recipe to bake cookies. ▸ Reads instructions about how to build a model and explains them to someone else.	▸ Traces a character through a series (e.g., Harry Potter), "I thought he was funnier in this other book." ▸ Compares one story character to another. ▸ Compares information about a soccer team from information read in two or more newspaper articles.	▸ Compares stories read to real-life situations—"That could never happen because we do not have those powers in real life." ▸ Reads a chapter of a book set in the past or the future and talks about how things are different compared to the present. ▸ Reads a book about space exploration and discusses how a day in the life of an astronaut is the same as or different from that of other types of explorers.

2. **Record evidence for this rating here.** ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 19: Writing
Definition: Child demonstrates increasing understanding and achievement of written communication skills

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

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○	Applying ○
Writes own name and simple words using letters that are formed correctly-or almost correctly	**Writes simple words or short phrases (may not be spelled correctly)**	**Creates text of two or more sentences, using mostly accurate spelling and basic rules of writing, such as capital letters and periods**	**Writes clear and coherent sentences about a topic to express opinions and communicate with others**	**Works to improve writing skills, challenging him- or herself to create more complex written material**	**Uses written language to inform, persuade, or share ideas with others, writing stories, poems, and/or journals**

Examples

▸ Writes by moving left to right and top to bottom. ▸ Asks how to write some letters, and then tries to write them. ▸ Writes own name almost correctly but could include a mirror image of letters or similar mistake. ▸ Draws a picture of a dog and writes the word 'dog' with letters formed almost correctly.	▸ Writes a simple message on the board, like someone's name or a few words. ▸ Creates a simple 'menu' when playing restaurant (may be only a few words). ▸ Sounds out and writes words, even if not spelled correctly, ('HOWS' for house and 'FAMLE' for family), when making art or writing stories.	▸ Creates an invitation or card ▸ Writes a short message to a parent or friend. ▸ Creates simple flyers or posters for a special event.	▸ Writes paragraph with descriptive sentences about a topic. ▸ Writes letters to friends. ▸ Creates instructions for a game he invented. ▸ Writes stories (ten or more sentences) with details about characters, plot, events, etc.	▸ Creates stories of at least three paragraphs, with beginning, middle and ending, including illustrations, captions, etc. ▸ Looks up words in a thesaurus to improve story. ▸ Proofreads a story before rewriting on paper to be bound into a book or posted in the room.	▸ Initiates a 'petition' to express the opinions of children in the program to staff. ▸ Writes a letter to the school principal about policy or the local newspaper about a community issue. ▸ Writes a song about a current event. ▸ Writes stories, poems, and/or journals to convey feelings or opinions.

2. **Record evidence for this rating here.** ▸

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

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

Measure 20: Cause and effect

Definition: Child shows awareness and understanding of the connection between causes and effects in increasingly complex settings

1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting
○	○	○	○	○
Describes either the cause or effect of a familiar event or situation	**Shows understanding of a simple cause-effect sequence**	**Makes a logical prediction of a simple cause-effect event**	**Describes complex cause and effect sequences or events based on things he or she could experience or has experienced**	**Predicts complex cause- effect sequences that he or she has never witnessed or experienced personally**

Examples

▸ Says why her tower fell over— "because it was too high." ▸ Says what happens when you leave the cap off the marker—"It dries out."	▸ "Our plants died because they didn't have enough water and sunlight." ▸ "If I spin around fast, I get dizzy." ▸ "If you leave apples out of the recipe, it won't be apple pie." ▸ Sees a balloon being blown up and covers ears in anticipation that it may pop.	▸ "If you line up the dominoes, they will all fall down if you bump just one." ▸ States that his paper plane is going to fly far because its wings are big. ▸ Provides logical answer to "What do you think will happen if…?" Says, "If we mix green and orange paints together it will turn brown." ▸ "Don't play with matches—you could catch your clothes on fire."	▸ Explains ways that light, water, and soil help a seed grow. "Without one of those things a plant might die." ▸ Describes the relationship between a healthy lifestyle and physical, emotional and social wellbeing—"If I go to sleep late, it's hard to concentrate in school the next day." ▸ Describes why it's important to drink water when playing sports that involve a lot of running.	▸ Predicts what will happen if the earth's temperature continues to increase (the glaciers will melt and there will be flooding). ▸ Predicts what will happen to an ecosystem if a species becomes extinct (the food chain will be disturbed). ▸ Predicts that dumping oil down the gutter drain will end up in the ocean and poison sea life.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 20	**Cause and effect**	**COG 1** (of 6)

Measure 21: Problem solving
Definition: Child uses logical and effective strategies to solve problems in increasingly broad settings

1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting
◯	◯	◯	◯	◯
Develops a strategy or uses trial and error to solve a simple problem	**Attempts different, reasonable ways of solving a problem (based on past experience), even if not always successful**	**Shows understanding of the cause(s) of a problem and suggests a logical solution**	**Proposes several reasonable alternatives to solve a problem facing him or her**	**Generates logical alternative solutions for problems that he or she has not actually experienced, considering multiple viewpoints**

Examples

Developing	Understanding	Integrating	Expanding	Connecting
▸ When building a tower that collapses, uses alternative strategy to make it better, such as using a bigger block for the base. ▸ When children can't decide who should go first, suggests 'rock, paper, scissors.' ▸ Figures out what holds two objects together best in an art project by trying out glue, tape, and paper clips.	▸ When playing T-ball, changes the way he holds the bat or stands to hit the ball better. ▸ Solves a picture puzzle by first putting edge pieces together or pieces that are the same color. ▸ Uses known troubleshooting strategies to solve a computer problem (restarting the computer).	▸ When computer does not turn on, checks the cables to make sure they are well connected. ▸ Levels a wobbly table by measuring the gap with her finger, folding up a piece of cardboard, and pushing it under the table leg. ▸ Suggests lowering the basketball hoop because not many children are able to make a basket where it is now.	▸ Talks about multiple strategies for solving logic puzzles such as Rubic's Cube. ▸ Playing scavenger hunt, proposes alternatives, such as splitting up the list, grouping items into locations, or finding the easiest items first. ▸ When faced with a policy he doesn't like, such as 'no skateboarding,' finds out how it can be changed and proposes reasonable alternatives. ▸ Generates several options for sharing the computer or sporting equipment.	▸ Generates logical recommendations for dealing with problems such as world hunger, pollution, or global warming. ▸ Develops alternative logical solutions to the problem of where to locate recycling stations, taking into account the needs of various groups.

2. Record evidence for this rating here. ▸

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

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

Measure 21	Problem Solving	COG 2 (of 6)

Measure 22: Demonstrates inventiveness

Definition: Child shows creativity and inventiveness in play and problem-solving in increasingly broad settings

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1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting
○	○	○	○	○
Carries out roles in an extended pretend-play sequence	**Independently "invents" new uses for toys or materials as part of pretend play**	**Invents logical ways to adapt or change games or activities to "fit" the situation**	**Invents something (or describes an invention) that can resolve a problem that she can relate to personally or that might affect him or her**	**Describes inventions or innovative thoughts that address problems related to people, places, or things he or she has not personally experienced**

Examples

▸ Acts like a mom or dad in pretend play. ▸ Takes on roles, such as waiter/waitress, postal carrier, store clerk, or superhero.	▸ Independently and spontaneously thinks to use different-sized and shaped boxes to create something like a city, store, or robot. ▸ Uses a blue LEGO piece to replace a missing blue piece from a different game. ▸ Playing store clerk, uses box for cash register and construction paper for play money.	▸ Uses string, tape, cones or chairs to mark off a smaller-sized basketball court so that younger children can run the distance more easily. ▸ Rethinks pattern on a bead project when she runs out of a color. ▸ Invents a new rule for a basketball game so a child in a wheelchair can play. ▸ Changes rules of game to allow more players to participate (using the five corners of a star instead of four corners of a square to play 5-square instead of 4-square).	▸ Suggests putting a sign on the place mats to remind children to wash hands before lunch because a lot of children have been forgetting to wash. ▸ "If I had a time machine, I could travel back in time to find out about my family's history." ▸ "If we had a weather machine, we could control the weather every day." ▸ Describes a jump rope that has a timer inside that tells you when your turn is up.	▸ Describes an invention that uses swings to generate electricity and save energy. ▸ Provides a description of how to build a spaceship using recycled materials and how it might work. ▸ Describes how a 'pill to cure world hunger' might work.

2. Record evidence for this rating here. ▸

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

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

For Children and Families

Measure 22	Demonstrates inventiveness	COG 3 (of 6)

Measure 23: Memory and knowledge

Definition: Child shows awareness of past experiences and remembers information about people or things that can be used as a basis for making logical predictions about new situations or experiences

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯
Remembers some details of a simple story or event	**Remembers and retells sequence of related events that happened in the past or in books**	**Makes sense of a new situation based on personal experience/ knowledge**	**Makes logical predictions about future events based on past experience**	**Makes logical predictions about things or ideas he or she has never personally experienced by applying knowledge/ experience**

Examples

▸ Remembers the basic features of a story read the day before. ▸ Remembers and tells a few details about where he went on vacation. ▸ Describes a science project she did last week.	▸ Describes steps (in order) of a class gardening project that has been going on for a few weeks. ▸ Describes how they watched the development of a butterfly and what they saw at each stage of the butterfly's growth. ▸ Writes or draws about 3 or 4 parts of a story and retells the story in a logical sequence. ▸ Retells sequence of playing with a block structure, including designing, building and disassembling.	▸ "This game is the same as HORSE, except we just have to spell PIG, so it's easier." ▸ Puts together a 10-piece (or more) puzzle never seen before, using strategies learned working on puzzles in the past, such as starting with the corners and edges. ▸ Tells another child how to make a good move in a new board or computer game based on her experience with another, similar game. ▸ Hears a new type of music and says, "Thats sounds a lot like techno."	▸ "I think I'll enjoy this book because I like all the books I've read by this author." ▸ Predicts the leaves are going to fall off the trees because they have just changed colors. ▸ "I'm going to love this movie, because I loved [the actor] in [another movie]." ▸ "My little sister will probably be scared of the fireworks because she was scared last time."	▸ "I think [this professional athlete] won't play as well this year because he just had surgery on his shoulder." ▸ Thinks she can fix an electric clock because she has previously fixed an electric radio. ▸ "I bet the feeling astronauts have when they are in space is a little like what we feel when we are swimming under water." ▸ "I don't think I'll be afraid of flying because we learned about how airplanes work."

2. **Record evidence for this rating here.** ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 23	Memory and knowledge	COG 4 (of 6)

Measure 24: Pursuit of understanding

Definition: Child uses strategies and resources to pursue knowledge about new materials, topics, or ideas

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Demonstrates interest in finding out about new or unfamiliar activities or subjects	**Demonstrates effort to understand by asking focused questions**	**Asks others for alternative resources or strategies to learn about something unfamiliar**	**Independently pursues effective strategies or resources for gaining better understanding about something new**	**Compares pros and cons of different resources and strategies**

Examples

▸ Visits centers or tables, examining or manipulating activities and objects provided. ▸ Watches intently when shown step by step how to catch a bug. ▸ Explores new games with friends.	▸ Watches/observes others engaged in a game and asks specific questions about how to play. ▸ During cooking time, wants to know why we use certain ingredients. ▸ Asks specific questions about why a story or movie character did what he did.	▸ When unsure of what a good next move would be, will ask advice from someone who knows the game well or read the game instructions. ▸ While playing 'hangman,' looks around the room at bulletin boards or posters for letters. ▸ Follows suggestion to look through books or on the Internet to find more information about dinosaurs, polar bears, horses, etc. ▸ Masters one level in a game and, after several attempts, asks others who know the game how to beat the next level.	▸ When getting to know a new friend who speaks a different language, she uses words that she has learned in that language. ▸ Uses the Internet to find the lyrics to a new song. ▸ Independently uses the encyclopedia or the Internet to answer unfamiliar trivia questions. ▸ Expresses interest in space exploration and refers to books, Internet, and other people to learn more about it.	▸ Talks about reasons to use one resource or strategy vs. another. ▸ Organizes information from multiple sources in a table, chart or folder. ▸ "On the internet you can just type a word and it will find all the web pages about it. In an encyclopedia you have to look it up yourself."

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 24	**Pursuit of understanding**	**COG 5** (of 6)

Measure 25: Task persistence

Definition: Child persists in an activity of his/her choice even in the face of difficulty or challenge

1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting
◯	◯	◯	◯	◯
Maintains interest and participation in an activity of his or her choice over time	**Maintains interest and participation in challenging or multi- step activities of his or her choice over time, but can be easily distracted**	**Persists in challenging or multi-step activities of his or her choice, despite obstacles**	**Uses a variety of strategies to overcome obstacles to persist in a challenging activity of choice**	**Identifies what new skills are necessary to improve in an activity or subject of choice, and pursues those skills**

Examples

‣ Requests the same story at story time.	‣ Returns to an activity several days in a row (tracks crystal growth each day on a chart).	‣ Continues to play a computer game, even when she has trouble getting past a certain level.	‣ Reworks a drawing over and over using different tools and looking at models to improve the outcome, until he is satisfied.	‣ Learns how to read sheet music to improve in playing the drums.
‣ Wants to play kickball every day.	‣ Starts an art project, then is distracted by a friend, but comes back to finish the project.	‣ Catches new bugs for science activity after the first group escapes.	‣ After many unsuccessful attempts to play a new game, seeks advice, reads strategy book, or watches others succeed until she is successful.	‣ Seeks ways to improve specific drawing skills by looking in a book or on the Internet for tips on how to effectively mix colors.
‣ Plays with finger paints again and again.	‣ Works on floor puzzles until snack but comes back to finish after snack.	‣ Working with clay, is precise at reconstructing building after some pieces collapse.	‣ Proofreads and rewrites her campaign speech for student council after getting input from others and looking at resources on public speaking.	
‣ Completes bead necklace or lanyard project, maintaining interest for at least 15 minutes.		‣ Continues sewing project even after making mistakes and having to redo parts.		
‣ Plays same game many times in an effort to improve.				

2. Record evidence for this rating here. ▸

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

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

Measure 25	Task persistence	COG 6 (of 6)

Measure 26: Number sense of mathematical operations

Definition: Child shows understanding of, and correctly performs, math operations (addition, subtraction, multiplication, and division)

▲

1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting	Applying
⬭	⬭	⬭	⬭	⬭	⬭
Counts at least 10 objects correctly without counting an object more than once	**Solves simple adding and subtracting problems with one- digit numbers**	**Solves problems by adding and subtracting numbers with at least two digits each**	**Solves multiplication problems involving numbers from 0 to 10**	**Multiplies and divides multi-digit numbers by single- digit numbers (12 x 5 or 15/3)**	**Knows how to set up and solve real-life problems using fractions and decimals**

Examples

▸ Counts at least ten beans, buttons, blocks, cookies, etc., correctly while playing.	▸ Says how many will be left if you 'take away' four blocks from a group of nine blocks.	▸ Determines total score in a card game by adding two two-digit numbers, such as 12 plus 23.	▸ Determines how many children are needed to play a basketball game with two teams of five children each.	▸ Determines how many days of school are left using multiplication (12 weeks x five days).	▸ Determines how much it will cost to buy 14 pairs of scissors at $2.20/pair.
▸ Counts at least 10 objects using pictures in a story.	▸ Says how many they will have if they have three animal crackers and are given two more.	▸ Subtracts two-digit numbers like 53 minus 24, while playing a game like math bingo or while doing homework.	▸ Uses multiplication while playing a game like Yahtzee, such as "I got four 6's—that's 24."	▸ Divides 20 snacks among five children using division.	▸ Figures out how much baking powder is needed when doubling a recipe that requires one quarter teaspoon.
▸ Helps to set the table at snack time for at least 10 children by counting out number of plates as he puts them down.	▸ In a board game, adds up what is showing on two dice to determine the number of spaces they can move.		▸ While playing Scrabble, lands on a triple-word space, and correctly multiplies word score of 7 by 3 to get 21.	▸ In a card game, determines how many cards to hand out if there are four players and all 52 cards in the deck are used.	▸ Makes correct change when given $5.00 for an item costing $2.50.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 26	Number sense of mathematical operations	MATH 1 (of 4)

Measure 27: Measurement

Definition: Child shows understanding of measurement units, tools and techniques, and uses measurement to solve problems involving length, weight or volume

▲

1. Mark the developmental level the child has mastered.

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯	Applying ◯
Makes direct comparisons between two or more objects in terms of their length, weight, or volume	Uses something in the environment as a measuring unit or tool to compare the length, weight or volume of two or more objects	Measures the length, weight or volume of objects to the nearest unit such as inch, centimeter or ounce	Measures length, weight or volume, accurately by using appropriate units of measurement (inches and feet or ounces and pounds)	Solves problems involving perimeter (the distance around a room) or area (the amount of floor or ceiling space within a room)	Solves problems involving the surface area or volume of three-dimensional objects

— Examples —

▸ Puts two objects next to each other and says, "This one is taller." ▸ Points to a container that holds more sand than another container. ▸ Picks the heaviest rock from a small pile by comparing one to another.	▸ Uses string or feet to measure two sides of the sandbox and identifies which is longer. ▸ Measures the volume of two different buckets by comparing the number of handfuls of sand (or cups of water) it takes to fill them.	▸ Uses a ruler to measure the height of a plant to the nearest inch or centimeter. ▸ Uses a ruler to measure the length of the sides of a gingerbread house to the nearest inch or centimeter. ▸ Uses a tape measure to measure the height of another child to the nearest inch or centimeter.	▸ When cooking, selects the appropriate measuring tool(s) to accurately measure ingredients (measuring cups, spoons, or scales). ▸ Uses appropriate units to measure distance, such as how many feet and inches it is from the door to the playground. ▸ Chooses the appropriate scale to accurately measure the weight of an object to the nearest pound and ounce.	▸ Finds the perimeter of a new piece of equipment to determine if it will fit in a corner of the room. ▸ Determines the area of the playground to see if it will fit a regulation-sized basketball court by measuring the length and width and multiplying them. ▸ Determines the area and perimeter of a wall to figure out the size of a mural with a frame that will fit there.	▸ Determines the surface area of a shoebox to be covered with construction paper for a diorama. ▸ Solves puzzles or brain teasers involving surface area or volume. ▸ Determines if there is room in the cupboard to fit something by comparing the volume of the object and the space to put it in. ▸ Measures the inside of an audio cabinet to see if the new stereo will fit.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 27	Measurement	MATH 2 (of 4)

Measure 28: Shapes

Definition: Child shows understanding of 2 and 3 dimensional shapes and manipulates them

▲

1. Mark the developmental level the child has mastered.

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○	Applying ○
Describes characteristics and differences of basic shapes	**Sorts familiar objects by attributes such as shape, number of corners, or size, and describes strategy used for sorting**	**Puts two-dimensional shapes together or takes shapes apart to form other two-dimensional shapes**	**Identifies, classifies, and describes three-dimensional objects (cube, sphere, cone, or cylinder)**	**Describes components or makes models of, three-dimensional objects using two-dimensional shapes**	**Identifies or creates two-dimensional views of three-dimensional objects**

Examples

▸ Asks for something round to make circle-shaped eyes on a pizza face. ▸ Names and describes shapes of blocks while matching them to their pictures on storage shelves. ▸ Identifies and describes circles and rectangles in his environment, such as clocks and tables.	▸ Stacks smaller items on top of larger ones to build tower, explaining why largest blocks are on the bottom. ▸ Describes strategy to sort objects (cards, books) by shape or size. ▸ Sorts beads by shapes and sizes and explains how they are sorting (round versus square ones).	▸ Puts two triangular halves of her sandwich together, showing someone she has formed a square. ▸ Cuts a rectangular piece of paper into two to get a triangle for an art project. ▸ Uses standard shapes to form a mosaic or quilt pattern on paper.	▸ Describes the difference between a square and a cube. ▸ Identifies which three-dimensional objects they would need to build a model rocket. ▸ Identifies and describes three-dimensional objects in her environment.	▸ Uses a piece of paper to make a three-dimensional cone. ▸ Makes a cube out of 6 cut out squares. ▸ Identifies that a pyramid has triangles on the sides, and a square on the bottom. ▸ Identifies that a spinning coin looks like a ball.	▸ Draws a picture of the earth, with shading, attempting to show it is a three-dimensional object. ▸ Draws a picture of a house, showing lines receding. (shows perspective in drawing). ▸ Identifies that a picture of a house is a representation of a box.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families

Measure 29: Time

Definition: Child shows understanding of concept of time and increasing ability to measure and tell time

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

Developing ◯	Understanding ◯	Integrating ◯	Expanding ◯	Connecting ◯	Applying ◯
Connects some events with specific points in time, and accurately refers to events in the past, present, or future	**Tells day and time to the nearest half hour**	**Understands the relationship between hours, minutes, days, and months and tells the date and time to the nearest quarter hour**	**Calculates duration of time in hours (using subtraction or addition) and accurately tells time to the nearest minute**	**Make time unit conversions (from hours to minutes, from minutes to days, etc.)**	**Calculates duration of time using multiplication, division, fractions, equations or inequalities**
Examples					
▸ Correctly points out, "Yesterday Auntie took me to the movies." ▸ Correctly points out, "Next week there's no school 'cause it's vacation." ▸ Correctly points out, "I have soccer practice today at 4 o'clock." ▸ Correctly points out, "My mom visits Grandma for lunch on Saturdays." ▸ Knows the month of his or her birthday.	▸ Accurately reads time on the hour or half hour. ▸ Points to the correct day of the week on a calendar. ▸ Begins to clean up or wraps up a game after looking at the clock and noticing it will soon be time to leave.	▸ Accurately describes when an event happened or will happen using terms like 'a week ago' or 'next month.' ▸ "At midnight tonight, it will be my birthday." ▸ "In one week and one day, this year will be over." ▸ "It's 4:15." ▸ "Only 15 minutes left."	▸ Figures out how much time something will last (if a 2-hour movie starts at 2:00, it will end at 4:00). ▸ Figures out how much time has passed between the start of the school day and the end of the school day (to the nearest hour). ▸ Looks at clock and correctly tells time to the nearest minute.	▸ Figures out that a 1.5 hour movie is 90 minutes long, or vice versa. ▸ "Driving from here to New York will take 36 hours, that is one and a half days."	▸ When making decorations for a party, says, "It takes us about 5 minutes to make one. We need to make 10, so it will take about 50 minutes." ▸ Figures out how fast she reads a page by dividing the time it took to read the whole book by the number of pages.

2. **Record evidence for this rating here.** ▸

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

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

Measure 30: Gross motor movement

Definition: Child moves different parts of body or whole body with increasing coordination and integration

1. Mark the developmental level the child has mastered.

Developing	Understanding	Integrating	Expanding	Connecting
⬭	⬭	⬭	⬭	⬭
Uses large motor skills to move body in active play	**Coordinates multiple large muscle movements during activities**	**Participates in extended or integrated physical activities but may perform slowly and/or thoughtfully**	**Performs a sequence of physical activities/ movement patterns smoothly and quickly**	**Performs complex movements in coordination with others (dance routines, coordinated sport plays)**
Examples				
‣ Hops, gallops, or skips. ‣ Runs and jumps over objects.	‣ Runs back and forth between cones. ‣ Changes direction while hopping from one square to another, as in hopscotch. ‣ Swings from hoops. ‣ Pumps legs and swings on a swing. ‣ Climbs up slide and slides down. ‣ Walks on a balance beam.	‣ Climbs a play structure with coordination. ‣ Jumps rope. ‣ Learns simple dance or drill routines by following leader. ‣ Participates in simple sports activities, such as shooting baskets, touch football, kicking a ball back and forth, playing catch, dribbling a basketball.	‣ Performs a series of movements together to make a short solo routine (dance, martial arts or gymnastics). ‣ Participates in drills to practice skills using large muscles, such as dribbling and shooting a basketball or running while kicking a soccer ball down a field.	‣ Performs coordinated dance or drill routine combining song, hand clapping, and footwork with others in the group. ‣ Performs coordinated group athletics or team sports, such as soccer, football, or basketball.

2. Record evidence for this rating here. ▶

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

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

Measure 30	Gross motor movement	PD 1 (of 2)

Measure 31: Fine motor skills

Definition: Child demonstrates ability to manipulate small objects with his or her hands with increasing coordination and integration of movements

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

Developing ⬯	Understanding ⬯	Integrating ⬯	Expanding ⬯	Connecting ⬯
Uses fingers to manipulate small objects or tools	**Uses simple tools effectively and with increasing accuracy**	**Uses increasingly refined movements to produce or create something but may perform slowly and/or thoughtfully**	**Performs fine motor activities smoothly, effectively, and quickly**	**Performs complex fine motor activities while doing other physical or social activities**

Examples

▸ Handles and arranges magnetic letters of the alphabet or pegs on a pegboard.
▸ Strings together medium or large beads.
▸ Uses pencil or crayon to produce recognizable shapes, letters, or characters.
	▸ Uses scissors easily and accurately to cut out pictures following lines.
	▸ Uses a ruler to draw a straight line or a stencil to create shapes.
	▸ Uses staplers, hole-punchers, etc., for art or craft projects.
		▸ Works with clay, making hair on a clay figure using a pointed tool to draw lines.
		▸ Exhibits increasing control with a pencil by writing smaller letters and using regular lined paper.
		▸ Performs the following activities slowly and thoughtfully:
		  ▹ Puts together a puzzle with small pieces.
		  ▹ Uses fuse beads to make a picture.
			▸ Easily uses a pencil or pen to write in cursive.
			▸ Performs the following activities smoothly, effectively and quickly:
			  ▹ Builds a model with small pieces.
			  ▹ Uses keyboard with fluency.
				▸ Writes or types while talking.
				▸ Plays a guitar while talking or singing.
				▸ Navigates a computer game while listening to another child.

2. Record evidence for this rating here. ▸

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

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

DESIRED RESULTS
For Children and Families