DRDP (2025)
PTK View

mini measures

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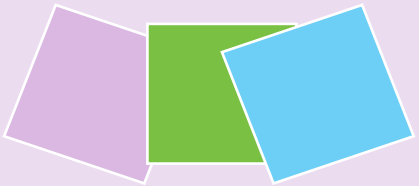
The 8 Domains of the DRDP (2025)

- Approaches to Learning (ATL)
- Social and Emotional Development (SED)
- Foundational Language Development (FLD)
- English Language Development (ELD)
- Math (MATH)
- Science (SCI)
- Physical Development (PD)
- Health (HLTH)

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The **DRDP© (2025)** is a formative observation-based assessment designed to help teachers assess a child's mastery at a level of developmental progress. The assessment tool is used to inform instruction and program development.

Mini Measures are a pocket-sized format designed as a quick reference guide to the developmental levels of the DRDP© (2025).



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Developmental Domain

Approaches to Learning (ATL)

4 Measures

ATL 1: Engagement, Attention, and Persistence

Responding Earlier	Orients to people, objects, or changes in the environment
Responding Later	Engages in explorations of people or objects for brief periods
Exploring Earlier	Engages in simple self-initiated activities, sometimes with adult support
Exploring Later	Engages in and returns to self-initiated activities after a brief interruption
Building Earlier	Engages in self-initiated activities for extended periods of time
Building Middle	Engages in group learning activities with adult guidance
Building Later	Manages distractions or challenges with adult support during group learning activities
Integrating Earlier	Manages distractions or challenges on own during group learning activities
Integrating Middle	Engages in complex adult-selected group learning activities with multiple components
Integrating Later	Engages in, with adult support, structured learning and returns to complex adult-selected activities that span several time periods (e.g., morning to afternoon or one day to the next)

1 ATL

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ATL 2: Curiosity, Interest, and Initiative

Responding Earlier	Orients toward movement or changes in people, objects, or sounds
Responding Later	Shows interest in new or unexpected characteristics or actions of people or objects
Exploring Earlier	Explores objects and notices and responds to interactions with people
Exploring Later	Explores new ways to use familiar objects outside of their intended use
Building Earlier	Explores self-selected ideas, objects, or events by manipulating, or asking simple "what" or "where" questions
Building Middle	Explores self-selected ideas, objects, or events by examining, manipulating, or asking detailed "why" or "how" questions, often with adult prompting
Building Later	Explores self-selected ideas, objects, or events in greater depth, over repeated occasions, sometimes with adult support
Integrating Earlier	Tries out and builds on new ideas or approaches introduced by adults to extend explorations
Integrating Middle	Tests how things or materials react under different conditions by modifying actions or approaches
Integrating Later	Seeks purposefully to understand new information by making connections to information they know well

2 ATL

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Developmental Domain
Approaches to Learning (ATL)

ATL 1: Engagement, Attention, and Persistence

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



Developmental Domain
Approaches to Learning (ATL)

ATL 2: Curiosity, Interest, and Initiative

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



Developmental Domain
Approaches to Learning (ATL)

ATL 3: Problem-Solving

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

ATL 3: Problem-Solving

Responding Earlier	Orients toward people, sounds, or objects
Responding Later	Explores doing things with people or objects and attends to what happens
Exploring Earlier	Tries different ways to do things using people or objects when encountering problems
Exploring Later	Uses effective strategies, suggested by others or observed, to solve problems
Building Earlier	Comes up with strategies to solve everyday problems, with adult support
Building Middle	Identifies different aspects of everyday problems and comes up with strategies to try to solve them
Building Later	Pauses and examines everyday problems before trying out one or more targeted strategies to solve them
Integrating Earlier	Examines novel or complex problems and seeks help to come up with strategies to solve them
Integrating Middle	Uses strategies to solve the first part of novel or complex problems, then examines the next part of problems, and shifts strategy to solve them, sometimes with adult support
Integrating Later	Uses a variety of strategies to solve novel or complex problems on own

ATL 3

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ATL 4: Planning

Responding Earlier	
Responding Later	
Exploring Earlier	There are no earlier levels for this measure.
Exploring Later	Participates in familiar routines and activities
Building Earlier	Carries out the next two steps of familiar learning activities
Building Middle	Carries out the next one or two steps of new learning activities
Building Later	Makes and carries out a one- or two-step plan for familiar learning activities, using adult-prompted strategies (e.g., checklist, visual reminder)
Integrating Earlier	Makes and carries out a one- or two-step plan using familiar strategies for new learning activities, sometimes with adult support
Integrating Middle	Makes and carries out a multi-step plan for new learning activities on own or with peers
Integrating Later	Extends a multi-step plan beyond the initial goal on own or with peers

ATL 4

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Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain
Approaches to Learning (ATL)

ATL 4: Planning

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

Developmental Domain
Social and Emotional Development (SED)

SED 1: Self-Awareness

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

SED 1: Self-Awareness

Responding Earlier	Responds to others
Responding Later	Uses senses and movement to explore self and others
Exploring Earlier	Responds to their own name or nickname
Exploring Later	Communicates own needs and wants
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self, based on aspects of their physical appearance related to specific identities (e.g., race, ethnicity, gender, height, clothing)
Building Later	Describes several of own preferences
Integrating Earlier	Compares own preferences, feelings, or cultural practices to those of others
Integrating Middle	Describes self, based on perceived personal qualities related to specific situations or contexts (e.g., "I'm shy at school")
Integrating Later	Identifies strengths and weaknesses by comparing self with others

SED 1

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SED 2: Social Awareness

Responding Earlier	Responds to faces, voices, or actions of other people
Responding Later	Anticipates what familiar people will do in repeated experiences such as care routines
Exploring Earlier	Shares a common focus with another person
Exploring Later	Acts in response to what they think another person wants
Building Earlier	Communicates about others' feelings, behaviors, or preferences
Building Middle	Communicates that others' behaviors are related to their thoughts or feelings
Building Later	Communicates that others' behaviors are related to their consistent preferences or past experiences
Integrating Earlier	Acknowledges that the thoughts or feelings of others can be different from child's own
Integrating Middle	Demonstrates understanding that others' nonverbal cues (e.g., body language, tone of voice) communicate how they feel
Integrating Later	Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement

SED 2

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SED 3: Relationships and Reciprocal Interactions with Familiar Adults

Responding Earlier	Responds to faces, voices, or actions of people nearby
Responding Later	Shows interest in familiar adults
Exploring Earlier	Shows a preference for interacting with familiar adults over unfamiliar adults
Exploring Later	Participates in familiar routines and activities with familiar adults
Building Earlier	Interacts for extended periods with familiar adults in a variety of situations
Building Middle	Engages with familiar adults in ways that indicate an emerging understanding of the adult's feelings or preferences
Building Later	Engages in back-and-forth interactions with a familiar adult to agree on activities they may want to do together in the short term
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out mutually enjoyable activities
Integrating Middle	Acknowledges or accepts the communicated interests, preferences, or goals of familiar adults even when different from own
Integrating Later	Initiates cooperative interactions that follow the intentions or goals of familiar adults even when in conflict with own

SED 3

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Developmental Domain
Social and Emotional Development (SED)

SED 2: Social Awareness

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



Developmental Domain
Social and Emotional Development (SED)

SED 3: Relationships and Reciprocal Interactions with Familiar Adults

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



Developmental Domain
Social and Emotional Development (SED)

SED 4: Relationships and Interactions with Peers

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

SED 4: Relationships and Interactions with Peers

Responding Earlier	Shows awareness of other people, including children
Responding Later	Shows interest in nearby children
Exploring Earlier	Indicates interest in being near peers and orients own activity to a peer's activity
Exploring Later	Engages with peers in brief back-and-forth of objects, actions, or words
Building Earlier	Plays together with various peers for brief amounts of time, when initiated or supported by an adult
Building Middle	Initiates or joins cooperative play with peers or preferred peers
Building Later	Maintains cooperative play with peers or preferred peers for extended amounts of time
Integrating Earlier	Co-creates games or tasks with peers that involve clear, simple rules (e.g., turn-taking) and roles
Integrating Middle	Chooses preferred peers or peers to play or work with and compromises with them to achieve goals
Integrating Later	Works with preferred peers or peers to achieve shared goals, including using concepts of fairness or justice to resolve conflict with them

SED 4

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SED 5: Emotional Knowledge and Regulation

Responding Earlier	Calms in response to care from a familiar adult
Responding Later	Orients to a familiar adult when distressed and responds when comforted by them
Exploring Earlier	Shows preference for certain familiar adults for comfort and care
Exploring Later	Comforts self or seeks comfort from familiar adults
Building Earlier	Seeks out familiar adults for support when experiencing an emotion
Building Middle	Recognizes basic emotions (e.g., happy, mad) in self
Building Later	Makes connections for reasons behind basic emotions, sometimes with adult support
Integrating Earlier	Uses a few strategies to process their emotions, sometimes with adult support
Integrating Middle	Makes connections between some of their emotional experiences and sensory experiences
Integrating Later	Uses numerous or varied strategies to process their emotions in different situations

SED 5

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Developmental Domain

Foundational Language Development (FLD)

6 Measures

Developmental Domain
Social and Emotional Development (SED)

SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions

Developmental Domain
Foundational Language Development (FLD)

FLD 1: Understanding Language (Receptive)

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

FLD 1: Understanding Language (Receptive)

Responding Earlier	Responds to sounds or sights nearby in the environment
Responding Later	Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces
Exploring Earlier	Shows understanding that communication with gestures, words, or signs carries meaning
Exploring Middle	Shows understanding of a variety of single words in their environment
Exploring Later	Shows understanding of frequently used simple phrases or sentences, in the present
Building Earlier	Shows understanding of phrases or sentences, including those referring to the past or future
Building Middle	Shows understanding of vocabulary that describes attributes and comparisons in context (e.g., in conversations, stories, or learning activities)
Building Later	Shows understanding of language, which refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a variety of statements that explain how or why things happen
Integrating Middle	Shows understanding of a variety of statements that explain how, why, or the order in which things happen
Integrating Later	Shows understanding of a variety of verbs that differ in manner (e.g., "look,""peek,""glare") and adjectives that differ in intensity (e.g., "large,""gigantic")

FLD 1

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FLD 2: Understanding Language (Receptive)

Responding Earlier	Makes sounds or moves hands spontaneously
Responding Later	Makes sounds, gestures, or facial expressions with intention
Exploring Earlier	Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate
Exploring Middle	Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate
Exploring Later	Combines two words, signs, a word and a sign, or symbols to communicate simple ideas
Building Earlier	Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate
Building Middle	Uses phrases and sentences that contain nouns, verbs, and their modifiers (e.g., adjectives, adverbs)
Building Later	Uses complete sentences that communicate ideas or simple stories using common connecting words, signs, words and signs, or symbols
Integrating Earlier	Uses complex sentences to describe the relationships between people, objects, or events using words, signs, words and signs together, or symbols
Integrating Middle	Combines sentences to communicate complex ideas, providing additional detail about relationships between people, objects, or events using words, signs, words and signs together, or symbols
Integrating Later	Uses most of the grammar of adult-like language, using words, signs, words and signs together, or symbols

FLD 2

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FLD 3: Shared Communication and Conversation

Responding Earlier	Responds to others
Responding Later	Pays attention when an adult communicates to them
Exploring Earlier	Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze
Exploring Middle	Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions
Exploring Later	Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication
Building Earlier	Engages in brief conversations on topic for several turns, sharing opinions and thoughts
Building Middle	Engages in conversations, building on the other person's ideas
Building Later	Adjusts responses to meet the needs of the other person during conversations (e.g., providing clarifying comments), spoken or signed
Integrating Earlier	Expands on ideas of others during conversations by adding detail, making predictions, or offering possible solutions
Integrating Middle	Seeks additional information during extended conversations to understand and build on the ideas and perspectives of others
Integrating Later	Displays appropriate turn-taking and social conventions of conversation

FLD 3

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Developmental Domain
Foundational Language Development (FLD)

FLD 2: Using Language (Expressive)

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

Developmental Domain
Foundational Language Development (FLD)

FLD 3: Shared Communication and Conversation

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

Developmental Domain
Foundational Language Development (FLD)

FLD 4: Foundational Literacy Skills

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

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

FLD 4: Foundational Literacy Skills

Responding Earlier	
Responding Later	
Exploring Earlier	There are no earlier levels for this measure.
Exploring Middle	Demonstrates awareness of variations in sounds **OR** Attends, when prompted, to hands or a person who is signing **OR** Participates in cause and effect play
Exploring Later	Engages in play with syllables or sounds in words or rhymes **OR** Produces familiar fingerspelled words as signs **OR** Explores devices or symbols
Building Earlier	Engages in familiar rhymes or songs **OR** Plays with how signs are produced **OR** Points to familiar symbols following modeling from an adult
Building Middle	Demonstrates understanding of the syllables in words with two or more syllables **OR** Recognizes the phonological features of signs (e.g., handshape, location, and movement) **OR** Points to a few core words that are introduced and reinforced by an adult
Building Later	Isolates and pronounces the first sound of a word, with support of pictures or objects **OR** Produces signs that have specific phonological features of signs **OR** Isolates the first sound of a spoken word, with support of pictures or objects
Integrating Earlier	Blends onset and rimes into words in speech, with adult support **OR** Segments signs to modify the meaning **OR** Demonstrates understanding of how language is organized on AAC device to access non-core words
Integrating Middle	Segments onset and rime of single-syllable spoken words in English, or segments each syllable of two-syllable words in Spanish **OR** Segments a sentence into isolated signs **OR** Segments a sentence composed of AAC symbols or print into its core units of meaning
Integrating Later	Segments spoken single-syllable words into their complete sequence of individual sounds, or segments each syllable of three-syllable words in Spanish **OR** Demonstrates understanding that the same idea can be communicated in different ways **OR** Segments spoken single-syllable words into their complete sequence of individual sounds

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FLD 5: Alphabetics and Print Knowledge

Responding Earlier	
Responding Later	
Exploring Earlier	There are no earlier levels for this measure.
Exploring Middle	Follows along briefly when an adult names pictures or objects in a book
Exploring Later	Demonstrates awareness that pictures or objects can represent people or things
Building Earlier	Distinguishes letters, signs, or characters (e.g., 山 with a picture of a mountain next to it) from other symbols or pictures
Building Middle	Identifies some (3–10) letters by name in an alphabetic language **OR** Identifies some characters (e.g., 山; 火) by meaning
Building Later	Identifies about half of letters (11-15) by name in an alphabetic language **AND** Identifies own name in print
Integrating Earlier	Identifies the corresponding sounds or handshapes of about half of the letters in an alphabetic language **AND** Identifies a few familiar printed words
Integrating Middle	For all children: Identifies the sounds or handshapes of all letters in an alphabetic language **AND** demonstrates one of the following: For children who use a spoken language: Decodes regularly spelled one-syllable words in English or two-syllable words in Spanish **OR** For children who do not use a spoken language: Identifies a growing variety of printed words
Integrating Later	For children who use a spoken language: Decodes regularly spelled two-syllable words in English or three-syllable words in Spanish in isolation and within sentences **OR** For children who do not use a spoken language: Shows understanding of frequently used simple phrases or sentences in written English

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FLD 6: Writing

Responding Earlier	
Responding Later	
Exploring Earlier	There are no earlier levels for this measure.
Exploring Middle	Makes marks on paper or other surfaces (e.g., tablet) when provided with writing materials
Exploring Later	Makes scribble lines or imitates simple shapes on paper or other surfaces
Building Earlier	Describes their own drawings or scribbles
Building Middle	Communicates that lines, curves, or drawings they write on paper or other surfaces represent letters, handshapes, characters, or fingerspelling
Building Later	Writes letters or characters that are familiar or are personally meaningful
Integrating Earlier	Writes own name or other meaningful words using increasingly more recognizable letters or characters
Integrating Middle	Writes letters on a page to form a simple sentence to communicate opinions or to describe a picture they drew
Integrating Later	Writes a combination of sentences to communicate ideas, respond to a prompt from an adult, or recount an event

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Developmental Domain
Foundational Language Development (FLD)

FLD 5: Alphabetics and Print Knowledge*

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

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



Developmental Domain
Foundational Language Development (FLD)

FLD 6: Writing

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

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

Developmental Domain

English Language Development (ELD)

3 Measures

ELD 1: Comprehension of English (Receptive English)

Discovering Language	Shows understanding that gestures, words, or phrases in any language are used to communicate (may show little understanding of English)
Discovering English	Attends to and participates in routines conducted in English **AND** Shows understanding of a few common English words or phrases in familiar contexts or routines
Exploring English	Participates in activities conducted in English **AND** Shows understanding of the meaning of some individually-directed context-based communication in English
Developing English	Shows understanding of commonly used English words or phrases during interactions communicated in English
Building English	Shows understanding of the meaning of conversations or ideas communicated in English **AND** Shows understanding of some infrequently used English words
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

ELD 1

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

Discovering Language	Uses gestures, words, or phrases to communicate in any language
Discovering English	Uses a few common English words or phrases in familiar contexts or routines
Exploring English	Uses a variety of single words or a few short, memorized sequences of words in English
Developing English	Uses common phrases or short sentences (i.e., three to four words) with common nouns and verbs in English
Building English	Uses complete sentences in English with common connecting or essential words (e.g., "the,""and,""so,""a") and modifiers (i.e., adjectives, adverbs) in English
Integrating English	Uses complex sentences (i.e., more than one clause) in English to communicate about a variety of social and instructional concepts and topics

ELD 2

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Developmental Domain
English Language Development (ELD)

ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding spoken English

Developmental Domain
English Language Development (ELD)

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

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

Developmental Domain
English Language Development (ELD)

ELD 3: Understanding and Responding to English Literacy Activities

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

ELD 3: Understanding and Responding to English Literacy Activities

Discovering Language	Attends to a familiar adult looking at books, singing or signing songs, or saying rhymes in any language
Discovering English	Participates in literacy activities conducted in spoken English (e.g., books, singing songs, or saying rhymes)
Exploring English	Communicates understanding about characters of a book, story, song, or poem that is told, read, or sung in English
Developing English	Communicates understanding about some events or actions in a book, story, song, or poem that is told, read, or sung in English
Building English	Communicates understanding about the key ideas (e.g., sequence, flow, plot) of a book, story, song, or poem that is told, read, or sung in English
Integrating English	Communicates understanding of the content of a book, story, song, or poem using complex English sentences with a variety of vocabulary and grammatical structures (i.e., more than one clause)

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Developmental Domain

Math (MATH)

5 Measures

MATH 1: Spatial Thinking

Responding Earlier	Responds physically to experiences in their immediate environment
Responding Later	Explores, responds to, and acts on objects, people, or own body movements through space
Exploring Earlier	Explores the relationship between self and objects or people in space
Exploring Later	Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space
Building Earlier	Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together
Building Middle	Demonstrates understanding of objects in relation to each other or their own body
Building Later	Demonstrates understanding of objects in relation to multiple spatial cues
Integrating Earlier	Demonstrates understanding of how an object moves in space (i.e., how objects move, rotate, turn, flip, or slide to move to a new place)
Integrating Middle	Demonstrates understanding about how objects can be moved and combined with other objects to create a new object that they specify in advance
Integrating Later	Creates a two-dimensional or three-dimensional representation of the patterns or relationships between objects

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Developmental Domain
Math (MATH)

MATH 1: Spatial Thinking

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



Developmental Domain
Math (MATH)

MATH 2: Classification

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

MATH 2: Classification

Responding Earlier	Attends to people, objects, or events
Responding Later	Interacts differently with familiar people and objects than with unfamiliar people and objects
Exploring Earlier	Associates a person or object with another person or object, based on a similarity or relationship between them
Exploring Later	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them
Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into more than two groups based on one attribute
Building Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection based on a different attribute
Integrating Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Integrating Middle	Sorts objects into categories by attributes that are not immediately observable (i.e., other than size, color, and shape) and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

MATH 2

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MATH 3: Number and Counting

Responding Earlier	Notices people or objects nearby in the environment
Responding Later	Explores one object at a time
Exploring Earlier	Attends to quantity in different situations
Exploring Later	Uses number words, signs, or gestures to communicate about small quantities
Building Earlier	Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality
Building Middle	Demonstrates two of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality
Building Later	Demonstrates all three of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality
Integrating Earlier	Demonstrates all three of the following with quantities more than 20: (1) correctly uses the number sequence, with no more than two to three errors (2) uses one-to-one correspondence (3) uses cardinality
Integrating Middle	Demonstrates understanding that numbers up to 100 are composed of tens and additional ones
Integrating Later	Decomposes numbers greater than 20 into different combinations of ones, fives, and 10's

MATH 3

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MATH 4: Number Operations

Responding Earlier	
Responding Later	There are no earlier levels for this measure.
Exploring Earlier	Demonstrates awareness of changes in quantity
Exploring Later	Recognizes that single objects can be put together in groups of two
Building Earlier	Demonstrates understanding of quantities up to five
Building Middle	Adds to or subtracts (takes away) from quantities in familiar contexts, without determining the total quantity
Building Later	Solves addition and subtraction problems up to five in familiar contexts
Integrating Earlier	Solves addition and subtraction problems up to 10 in familiar contexts
Integrating Middle	Decomposes (breaks apart) a quantity up to 20 in more than one way
Integrating Later	Solves addition and subtraction problems up to 20

MATH 4

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Developmental Domain
Math (MATH)

MATH 3: Number and Counting

Child shows developing understanding of number and quantity



Developmental Domain
Math (MATH)

MATH 4: Number Operations

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



Developmental Domain
Math (MATH)

MATH 5: Measurement

Child shows increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

MATH 5: Measurement

Responding Earlier	
Responding Later	There are no earlier levels for this measure.
Exploring Earlier	Explores measurable properties of objects (e.g., size, length, weight, capacity)
Exploring Later	Demonstrates awareness of the dimension of size as relevant to completing a task
Building Earlier	Describes objects in terms of measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger,""smaller")
Building Later	Orders three or more objects according to measurable properties
Integrating Earlier	Measures properties using nonstandard or standard units though units may overlap or have gaps
Integrating Middle	Compares two objects with a measurable property in common to see which object has "more of" or "less of" the property, and describes the difference
Integrating Later	Demonstrates understanding that a measurable property can change value depending on the unit (e.g., it will take more inches than feet to measure the same thing)

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Developmental Domain

Science (SCI)

3 Measures

SCI 1: Cause and Effect

Responding Earlier	Responds or shows anticipatory excitement to people, objects, or actions
Responding Later	Repeats the same action with the same objects or people that produced an effect
Exploring Earlier	Repeats the same action with different objects or people
Exploring Later	Explores possible causes of actions or events
Building Earlier	Acts on objects based on their features
Building Middle	Shows anticipation of effects of actions or events
Building Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Integrating Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
Integrating Middle	Shows understanding that effects may arise from causes that are not easily perceived
Integrating Later	Applies understanding of cause-and-effect relationships to plan investigations and draw conclusions about causes of observable events

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Developmental Domain
Science (SCI)

SCI 1: Cause and Effect

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



Developmental Domain
Science (SCI)

SCI 2: Inquiry Through Observation and Investigation

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

SCI 2: Inquiry Through Observation and Investigation

Responding Earlier	Responds to people, things, or sounds
Responding Later	Shows interest in people or things in the environment
Exploring Earlier	Attends to responses of objects or people that result from own actions
Exploring Later	Engages in simple, purposeful explorations of familiar objects in the environment
Building Earlier	Engages in extended explorations of objects and events in the environment
Building Middle	Makes simple predictions about objects and events of interest in the environment
Building Later	Carries out an exploration or investigation to check predictions and test out solutions
Integrating Earlier	Identifies information, gathered from an exploration or investigation, that is relevant to answering questions
Integrating Middle	Generates new questions based on information gathered and findings of explorations or investigations
Integrating Later	Plans and carries out systematic explorations or investigations to collect data that will provide evidence relevant to specific questions

SCI 2

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SCI 3: Documentation and Communication of Inquiry

Responding Earlier	
Responding Later	There are no earlier levels for this measure.
Exploring Earlier	Identifies objects or actions in the environment
Exploring Later	Communicates about characteristics (e.g., color, size, texture) of an object or action
Building Earlier	Notices differences in characteristics between objects or actions
Building Middle	Provides representations (e.g., drawings, models, communications) that include general features about objects or actions in their environment
Building Later	Provides representations of the details of objects or actions in their environment, with some accuracy
Integrating Earlier	Communicates about information that they helped to gather (e.g., tallying, charting, simple graphing, or complex drawings)
Integrating Middle	Identifies patterns and draws simple conclusions based on recorded information
Integrating Later	Identifies and communicates how the evidence informs the questions or problems explored

SCI 3

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Developmental Domain

Physical Development (PD)

4 Measures



Developmental Domain
Science (SCI)

SCI 3: Documentation and Communication of Inquiry

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



Developmental Domain
Physical Development (PD)

PD 1: Perceptual-Motor Skills and Movement Concepts

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

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

PD 1: Perceptual-Motor Skills and Movement Concepts

Responding Earlier	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts
Responding Later	Responds to sensory information by moving body or limbs to reach for or move toward people or objects
Exploring Earlier	Uses sensory information to control body while exploring people, objects, or changes in the physical environment
Exploring Later	Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task
Building Earlier	Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment
Building Middle	Adjusts, with adult support, various aspects of movement (e.g., spatial, directional) in relation to people and objects in familiar spaces
Building Later	Adjusts, on own, aspects of movement in relation to people and objects in familiar spaces
Integrating Earlier	Adjusts, on own, aspects of movement in unfamiliar spaces (e.g., during new activities, on different surfaces)
Integrating Middle	Adjusts movement of body in time and space to meet the requirements of the activity
Integrating Later	Adjusts various coordinated body movements in relation to others' coordinated body movements

PD 1

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PD 2: Gross Locomotor Movement Skills

Responding Earlier	Turns head, and moves arms and legs,moving in response to touch, sound, or movement nearby
Responding Later	Holds head and torso upright against gravity
Exploring Earlier	Coordinates movements of whole body ton move into and out of positions, crawl, or scoot on bottom
Exploring Middle	Coordinates movements of whole body while upright, using support, to move from one place to another
Exploring Later	Coordinates movement of whole body while upright to move from one place to another
Building Earlier	Coordinates movement of the whole body to move off the ground momentarily
Building Middle	Shifts from one repeated locomotor movement to another locomotor movement
Building Later	Combines two or more locomotor movements that involve transitions, with some success
Integrating Earlier	Combines a variety of locomotor movements to move effectively across a range of activities
Integrating Middle	Combines a variety of locomotor movements with control, flexibility, speed, or rhythm
Integrating Later	Applies a variety of locomotor movements with manipulative and stability skills to organized games and dance activities

PD 2

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PD 3: Gross Motor Manipulative Skills

Responding Earlier	Orients to nearby objects
Responding Later	Uses arms, legs, or body to move toward, reach for, or mouth objects or people
Exploring Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects **AND** Manipulates objects differently based on their properties
Exploring Middle	Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing
Exploring Later	Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability
Building Earlier	Manipulates objects using arms, legs, or body, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements or with limited accuracy
Building Later	Uses arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
Integrating Earlier	Applies a variety of manipulative skills, in combination with locomotor skills, to control and use objects for specific play activities or tasks
Integrating Middle	Combines a variety of manipulative skills with locomotor and stability skills in a variety of play activities or tasks with control, flexibility, speed, or rhythm
Integrating Later	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities

PD 3

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Developmental Domain
Physical Development (PD)

PD 2: Gross Locomotor Movement Skills

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

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



Developmental Domain
Physical Development (PD)

PD 3: Gross Motor Manipulative Skills

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

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



Developmental Domain
Physical Development (PD)

PD 4: Fine Motor Manipulative Skills

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

PD 4: Fine Motor Manipulative Skills

Responding Earlier	Moves arms and hands
Responding Later	Uses arms or hands to make contact with objects in the environment
Exploring Earlier	Grasps objects with hand
Exploring Middle	Grasps objects with fingers and thumb
Exploring Later	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects
Building Earlier	Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body
Building Middle	Acts on objects with both hands working together to coordinate different movements
Building Later	Manipulates objects with accuracy and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
Integrating Middle	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects
Integrating Later	Performs a variety of tasks with sequential steps that require the precision of one hand while manipulating or repositioning small objects in that hand

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Developmental Domain

Health (HLTH)

5 Measures

HLTH 1: Safety

Responding Earlier	Reacts to unpleasant events (e.g., sounds, touch)
Responding Later	Responds to situations that feel unsafe
Exploring Earlier	Seeks a familiar adult in situations that feel unsafe
Exploring Later	Follows adults' guidance about basic safety practices
Building Earlier	Follows basic safety practices in familiar situations with adult supervision
Building Middle	Follows basic safety practices, on own, in familiar situations, with occasional adult reminders
Building Later	Anticipates the need to follow basic safety practices in various situations
Integrating Earlier	Demonstrates understanding of the primary features of some safety practices
Integrating Middle	Demonstrates understanding of potentially safe and unsafe situations **AND** Demonstrates safe behaviors
Integrating Later	Communicates detailed strategies for staying safe

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Developmental Domain
Health (HLTH)

HLTH 1: Safety

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

Developmental Domain
Health (HLTH)

HLTH 2: Understanding of Health and Wellness

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

HLTH 2: Understanding of Health and Wellness

Responding Earlier	
Responding Later	
Exploring Earlier	There are no earlier levels for this measure
Exploring Later	Indicates awareness of some internal cues from the body (e.g., hunger, fatigue)
Building Earlier	Communicates about some internal cues from the body
Building Middle	Demonstrates some understanding of their own feelings of wellness
Building Later	Takes steps to address cues from the body, including seeking adult support, some of the time
Integrating Earlier	Demonstrates curiosity about behaviors related to health and wellness
Integrating Middle	Communicates understanding about causes of health and wellness, including knowledge of healthful foods
Integrating Later	Initiates wellness activities based on internal cues from the body or knowledge of classroom routines

HLTH 2



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HLTH 3: Personal Care Routines: Hygiene

Responding Earlier	Responds in basic ways during personal care routines that involve hygiene
Responding Later	Responds in ways that demonstrate awareness of a hygiene routine
Exploring Earlier	Anticipates one or two steps of a hygiene routine
Exploring Later	Participates in own hygiene routines, with an adult
Building Earlier	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration
Building Middle	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
Building Later	Initiates and carries out most steps of familiar hygiene routines on own
Integrating Earlier	Initiates and completes familiar hygiene routines on own
Integrating Middle	There are no later levels for this measure
Integrating Later	

HLTH 3



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HLTH 4: Personal Care Routines: Feeding

Responding Earlier	Responds in basic ways during feeding
Responding Later	Engages in the process of being fed
Exploring Earlier	Feeds self some food items using fingers or hands
Exploring Later	Explores the use of tools when feeding self, sometimes with adult support
Building Earlier	Feeds self different types of foods, some of which may involve the use of tools
Building Middle	N/A
Building Later	Serves self or others by opening packages or scooping or pouring from containers
Integrating Earlier	Prepares simple foods to serve to self or others
Integrating Middle	There are no later levels for this measure
Integrating Later	

HLTH 4



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Developmental Domain
Health (HLTH)

HLTH 3: Personal Care Routines: Hygiene

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



Developmental Domain
Health (HLTH)

HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency



Developmental Domain
Health (HLTH)

HLTH 5: Personal Care Routines: Self-Dressing

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

HLTH 5: Personal Care Routines: Self-Dressing

Responding Earlier	Responds in basic ways during dressing
Responding Later	Responds in ways that demonstrate awareness of a dressing routine
Exploring Earlier	Anticipates one or two steps of a dressing routine
Exploring Later	Participates with adult in dressing self
Building Earlier	Puts on clothing that is simple to manipulate, sometimes with adult assistance
Building Middle	N/A
Building Later	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)
Integrating Earlier	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)
Integrating Middle	There are no later levels for this measure
Integrating Later	



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