

**DRDP (2015)
Essential
Preschool View**



mini measures

© 2021 California Department of Education

**DRDP (2015)
Essential
Preschool View**



mini measures

© 2021 California Department of Education

**DRDP (2015)
Essential
Preschool View**



mini measures

© 2021 California Department of Education

**DRDP (2015)
Essential
Preschool View**



mini measures

© 2021 California Department of Education

This Mini Measures belongs to



© 2021 California Department of Education

This Mini Measures belongs to



© 2021 California Department of Education

This Mini Measures belongs to



© 2021 California Department of Education

This Mini Measures belongs to



© 2021 California Department of Education

Mini Measures are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP[©] (2015).



© 2021 California Department of Education

Mini Measures are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP[©] (2015).



© 2021 California Department of Education

Mini Measures are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP[©] (2015).



© 2021 California Department of Education

Mini Measures are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP[©] (2015).



© 2021 California Department of Education

The **DRDP** is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.



© 2021 California Department of Education

The **DRDP** is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.



© 2021 California Department of Education

The **DRDP** is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.






© 2021 California Department of Education

The **DRDP** is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.





© 2021 California Department of Education

The 8 Domains of the DRDP (2015)

Approaches to Learning - Self-Regulation (ATL-REG)	
Social and Emotional Development (SED)	
Language and Literacy Development (LLD)	
English-Language Development (ELD)	
Cognition, Including Math and Science (COG)	
Physical Development-Health (PD-HLTH)	
History-Social Science (HSS)	
Visual and Performing Arts (VPA)	





© 2021 California Department of Education

The 8 Domains of the DRDP (2015)

Approaches to Learning - Self-Regulation (ATL-REG)	
Social and Emotional Development (SED)	
Language and Literacy Development (LLD)	
English-Language Development (ELD)	
Cognition, Including Math and Science (COG)	
Physical Development-Health (PD-HLTH)	
History-Social Science (HSS)	
Visual and Performing Arts (VPA)	






© 2021 California Department of Education

The 8 Domains of the DRDP (2015)

Approaches to Learning - Self-Regulation (ATL-REG)	
Social and Emotional Development (SED)	
Language and Literacy Development (LLD)	
English-Language Development (ELD)	
Cognition, Including Math and Science (COG)	
Physical Development-Health (PD-HLTH)	
History-Social Science (HSS)	
Visual and Performing Arts (VPA)	

© 2021 California Department of Education

The 8 Domains of the DRDP (2015)

Approaches to Learning - Self-Regulation (ATL-REG)	
Social and Emotional Development (SED)	
Language and Literacy Development (LLD)	
English-Language Development (ELD)	
Cognition, Including Math and Science (COG)	
Physical Development-Health (PD-HLTH)	
History-Social Science (HSS)	
Visual and Performing Arts (VPA)	

© 2021 California Department of Education

Developmental Domain

**Approaches to Learning -
Self Regulation (ATL-REG)**

4 Measures

Developmental Domain

**Approaches to Learning -
Self Regulation (ATL-REG)**

4 Measures

Developmental Domain

**Approaches to Learning -
Self Regulation (ATL-REG)**

4 Measures

Developmental Domain

**Approaches to Learning -
Self Regulation (ATL-REG)**

4 Measures



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials and events



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials and events



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials and events



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials and events

ATL-REG 4: Curiosity and Initiative in Learning

Responding Earlier	Responds to people, things, or sounds
Responding Later	Notices new or unexpected characteristics or actions of people or things
Exploring Earlier	Explores people or things in the immediate environment
Exploring Later	Explores new ways to use familiar things, including simple trial and error
Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information

4

ATL-REG



© 2021 California Department of Education

ATL-REG 4: Curiosity and Initiative in Learning

Responding Earlier	Responds to people, things, or sounds
Responding Later	Notices new or unexpected characteristics or actions of people or things
Exploring Earlier	Explores people or things in the immediate environment
Exploring Later	Explores new ways to use familiar things, including simple trial and error
Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information

4

ATL-REG



© 2021 California Department of Education

ATL-REG 4: Curiosity and Initiative in Learning

Responding Earlier	Responds to people, things, or sounds
Responding Later	Notices new or unexpected characteristics or actions of people or things
Exploring Earlier	Explores people or things in the immediate environment
Exploring Later	Explores new ways to use familiar things, including simple trial and error
Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information

4

ATL-REG



© 2021 California Department of Education

ATL-REG 4: Curiosity and Initiative in Learning

Responding Earlier	Responds to people, things, or sounds
Responding Later	Notices new or unexpected characteristics or actions of people or things
Exploring Earlier	Explores people or things in the immediate environment
Exploring Later	Explores new ways to use familiar things, including simple trial and error
Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information

4

ATL-REG



© 2021 California Department of Education



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

ATL-REG 5: Self-Control of Feelings and Behavior

Responding Earlier	Calms when comforted by an adult
Responding Later	Seeks a familiar adult when distressed, and responds when physically comforted by adult
Exploring Earlier	Calms self when a familiar adult initiates contact, moves close, or offers a special thing
Exploring Later	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies to regulate own feelings or behaviors

5

ATL-REG



© 2021 California Department of Education

ATL-REG 5: Self-Control of Feelings and Behavior

Responding Earlier	Calms when comforted by an adult
Responding Later	Seeks a familiar adult when distressed, and responds when physically comforted by adult
Exploring Earlier	Calms self when a familiar adult initiates contact, moves close, or offers a special thing
Exploring Later	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies to regulate own feelings or behaviors

5

ATL-REG



© 2021 California Department of Education

ATL-REG 5: Self-Control of Feelings and Behavior

Responding Earlier	Calms when comforted by an adult
Responding Later	Seeks a familiar adult when distressed, and responds when physically comforted by adult
Exploring Earlier	Calms self when a familiar adult initiates contact, moves close, or offers a special thing
Exploring Later	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies to regulate own feelings or behaviors

5

ATL-REG



© 2021 California Department of Education

ATL-REG 5: Self-Control of Feelings and Behavior

Responding Earlier	Calms when comforted by an adult
Responding Later	Seeks a familiar adult when distressed, and responds when physically comforted by adult
Exploring Earlier	Calms self when a familiar adult initiates contact, moves close, or offers a special thing
Exploring Later	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies to regulate own feelings or behaviors

5

ATL-REG



© 2021 California Department of Education



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 6: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 6: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 6: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 6: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

ATL-REG 6: Engagement and Persistence

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Participates in a simple activity briefly
Exploring Later	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity
Building Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Building Middle	Continues self-selected activities on own, seeking adult support to work through challenges
Building Later	Works through challenges on own while engaged in self-selected activities
Integrating Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity



ATL-REG 6



© 2021 California Department of Education

ATL-REG 6: Engagement and Persistence

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Participates in a simple activity briefly
Exploring Later	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity
Building Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Building Middle	Continues self-selected activities on own, seeking adult support to work through challenges
Building Later	Works through challenges on own while engaged in self-selected activities
Integrating Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity



ATL-REG 6



© 2021 California Department of Education

ATL-REG 6: Engagement and Persistence

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Participates in a simple activity briefly
Exploring Later	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity
Building Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Building Middle	Continues self-selected activities on own, seeking adult support to work through challenges
Building Later	Works through challenges on own while engaged in self-selected activities
Integrating Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity



ATL-REG 6



© 2021 California Department of Education

ATL-REG 6: Engagement and Persistence

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Participates in a simple activity briefly
Exploring Later	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity
Building Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Building Middle	Continues self-selected activities on own, seeking adult support to work through challenges
Building Later	Works through challenges on own while engaged in self-selected activities
Integrating Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity



ATL-REG 6



© 2021 California Department of Education



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 7: Shared Use of Space and
Materials

Child develops the capacity to share the use of
space and materials with others



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 7: Shared Use of Space and
Materials

Child develops the capacity to share the use of
space and materials with others



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 7: Shared Use of Space and
Materials

Child develops the capacity to share the use of
space and materials with others



Developmental Domain
Approaches to Learning - Self-Regulation
(ATL-REG)

Measure 7: Shared Use of Space and
Materials

Child develops the capacity to share the use of
space and materials with others

ATL - REG 7: Shared Use of Space and Materials

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates preferences for a few specific toys or materials
Exploring Later	Takes and plays with materials of interest, even when they are being used by another child
Building Earlier	Shows awareness that other children might want to use materials, by taking action to control the materials
Building Middle	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
Building Later	Follows expectations or procedures for sharing, most of the time, without adult prompting
Integrating Earlier	Offers to share space or materials with others in the absence of explicit expectations for sharing



ATL-REG 7



© 2021 California Department of Education

ATL - REG 7: Shared Use of Space and Materials

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates preferences for a few specific toys or materials
Exploring Later	Takes and plays with materials of interest, even when they are being used by another child
Building Earlier	Shows awareness that other children might want to use materials, by taking action to control the materials
Building Middle	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
Building Later	Follows expectations or procedures for sharing, most of the time, without adult prompting
Integrating Earlier	Offers to share space or materials with others in the absence of explicit expectations for sharing



ATL-REG 7



© 2021 California Department of Education

ATL - REG 7: Shared Use of Space and Materials

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates preferences for a few specific toys or materials
Exploring Later	Takes and plays with materials of interest, even when they are being used by another child
Building Earlier	Shows awareness that other children might want to use materials, by taking action to control the materials
Building Middle	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
Building Later	Follows expectations or procedures for sharing, most of the time, without adult prompting
Integrating Earlier	Offers to share space or materials with others in the absence of explicit expectations for sharing



ATL-REG 7



© 2021 California Department of Education

ATL - REG 7: Shared Use of Space and Materials

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates preferences for a few specific toys or materials
Exploring Later	Takes and plays with materials of interest, even when they are being used by another child
Building Earlier	Shows awareness that other children might want to use materials, by taking action to control the materials
Building Middle	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
Building Later	Follows expectations or procedures for sharing, most of the time, without adult prompting
Integrating Earlier	Offers to share space or materials with others in the absence of explicit expectations for sharing



ATL-REG 7



© 2021 California Department of Education

Developmental Domain

**Social and Emotional
Development (SED)**

4 Measures

Developmental Domain

**Social and Emotional
Development (SED)**

4 Measures

Developmental Domain

**Social and Emotional
Development (SED)**

4 Measures

Developmental Domain

**Social and Emotional
Development (SED)**

4 Measures



Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others



Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others



Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others



Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

SED 1: Identity of Self in Relation to Others

Responding Earlier	Responds in basic ways to others
Responding Later	Uses senses to explore self and others
Exploring Earlier	Recognizes self and familiar people
Exploring Later	Communicates own name and names of familiar people
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others



© 2021 California Department of Education

SED 1: Identity of Self in Relation to Others

Responding Earlier	Responds in basic ways to others
Responding Later	Uses senses to explore self and others
Exploring Earlier	Recognizes self and familiar people
Exploring Later	Communicates own name and names of familiar people
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others



© 2021 California Department of Education

SED 1: Identity of Self in Relation to Others

Responding Earlier	Responds in basic ways to others
Responding Later	Uses senses to explore self and others
Exploring Earlier	Recognizes self and familiar people
Exploring Later	Communicates own name and names of familiar people
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others



© 2021 California Department of Education

SED 1: Identity of Self in Relation to Others

Responding Earlier	Responds in basic ways to others
Responding Later	Uses senses to explore self and others
Exploring Earlier	Recognizes self and familiar people
Exploring Later	Communicates own name and names of familiar people
Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others



© 2021 California Department of Education



Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional
Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics



Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional
Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics



Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional
Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics



Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional
Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

SED 2: Social and Emotional Understanding

Responding Earlier	Responds to faces, voices, or actions of other people
Responding Later	Shows awareness of what to expect from familiar people by responding to/or anticipating their actions
Exploring Earlier	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations
Exploring Later	Adjusts behavior in response to emotional expressions of people who are less familiar
Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts



© 2021 California Department of Education

SED 2: Social and Emotional Understanding

Responding Earlier	Responds to faces, voices, or actions of other people
Responding Later	Shows awareness of what to expect from familiar people by responding to/or anticipating their actions
Exploring Earlier	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations
Exploring Later	Adjusts behavior in response to emotional expressions of people who are less familiar
Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts



© 2021 California Department of Education

SED 2: Social and Emotional Understanding

Responding Earlier	Responds to faces, voices, or actions of other people
Responding Later	Shows awareness of what to expect from familiar people by responding to/or anticipating their actions
Exploring Earlier	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations
Exploring Later	Adjusts behavior in response to emotional expressions of people who are less familiar
Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts



© 2021 California Department of Education

SED 2: Social and Emotional Understanding

Responding Earlier	Responds to faces, voices, or actions of other people
Responding Later	Shows awareness of what to expect from familiar people by responding to/or anticipating their actions
Exploring Earlier	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations
Exploring Later	Adjusts behavior in response to emotional expressions of people who are less familiar
Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts



© 2021 California Department of Education



Developmental Domain
Social and Emotional Development (SED)

Measure 3: Relationships and Social 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)

Measure 3: Relationships and Social 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)

Measure 3: Relationships and Social 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)

Measure 3: Relationships and Social 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

SED 3: Relationships and Social Interactions with Familiar Adults

Responding Earlier	Responds to faces, voices, or actions of familiar people
Responding Later	Shows a preference for familiar adults and tries to interact with them
Exploring Earlier	Interacts in simple ways with familiar adults and tries to maintain the interactions
Exploring Later	Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults
Building Earlier	Engages in extended interactions with familiar adults in a variety of situations
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems



© 2021 California Department of Education

SED 3: Relationships and Social Interactions with Familiar Adults

Responding Earlier	Responds to faces, voices, or actions of familiar people
Responding Later	Shows a preference for familiar adults and tries to interact with them
Exploring Earlier	Interacts in simple ways with familiar adults and tries to maintain the interactions
Exploring Later	Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults
Building Earlier	Engages in extended interactions with familiar adults in a variety of situations
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems



© 2021 California Department of Education

SED 3: Relationships and Social Interactions with Familiar Adults

Responding Earlier	Responds to faces, voices, or actions of familiar people
Responding Later	Shows a preference for familiar adults and tries to interact with them
Exploring Earlier	Interacts in simple ways with familiar adults and tries to maintain the interactions
Exploring Later	Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults
Building Earlier	Engages in extended interactions with familiar adults in a variety of situations
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems



© 2021 California Department of Education

SED 3: Relationships and Social Interactions with Familiar Adults

Responding Earlier	Responds to faces, voices, or actions of familiar people
Responding Later	Shows a preference for familiar adults and tries to interact with them
Exploring Earlier	Interacts in simple ways with familiar adults and tries to maintain the interactions
Exploring Later	Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults
Building Earlier	Engages in extended interactions with familiar adults in a variety of situations
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems



© 2021 California Department of Education



Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers



Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers



Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers



Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

SED 4: Relationships and Social Interactions with Peers

Responding Earlier	Shows awareness of other people, including children
Responding Later	Shows interest in other children
Exploring Earlier	Plays alongside other children, rarely interacting with them
Exploring Later	Interacts in simple ways with familiar peers as they play side by side
Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends

4
SED


© 2021 California Department of Education

SED 4: Relationships and Social Interactions with Peers

Responding Earlier	Shows awareness of other people, including children
Responding Later	Shows interest in other children
Exploring Earlier	Plays alongside other children, rarely interacting with them
Exploring Later	Interacts in simple ways with familiar peers as they play side by side
Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends

4
SED


© 2021 California Department of Education

SED 4: Relationships and Social Interactions with Peers

Responding Earlier	Shows awareness of other people, including children
Responding Later	Shows interest in other children
Exploring Earlier	Plays alongside other children, rarely interacting with them
Exploring Later	Interacts in simple ways with familiar peers as they play side by side
Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends

4
SED


© 2021 California Department of Education

SED 4: Relationships and Social Interactions with Peers

Responding Earlier	Shows awareness of other people, including children
Responding Later	Shows interest in other children
Exploring Earlier	Plays alongside other children, rarely interacting with them
Exploring Later	Interacts in simple ways with familiar peers as they play side by side
Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends

4
SED


© 2021 California Department of Education

Developmental Domain

**Language and Literacy
Development (LLD)**

7 Measures

Developmental Domain

**Language and Literacy
Development (LLD)**

7 Measures

Developmental Domain

**Language and Literacy
Development (LLD)**

7 Measures

Developmental Domain

**Language and Literacy
Development (LLD)**

7 Measures



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language
(Receptive)**

Child understands increasingly complex communication and language



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language
(Receptive)**

Child understands increasingly complex communication and language



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language
(Receptive)**

Child understands increasingly complex communication and language



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language
(Receptive)**

Child understands increasingly complex communication and language

LLD 1: Understanding of Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
Exploring Earlier	Recognizes a few frequently used words or gestures in familiar situations
Exploring Middle	Shows understanding of a variety of single words
Exploring Later	Shows understanding of frequently used simple phrases or sentences
Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
Building Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen



© 2021 California Department of Education

LLD 1: Understanding of Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
Exploring Earlier	Recognizes a few frequently used words or gestures in familiar situations
Exploring Middle	Shows understanding of a variety of single words
Exploring Later	Shows understanding of frequently used simple phrases or sentences
Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
Building Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen



© 2021 California Department of Education

LLD 1: Understanding of Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
Exploring Earlier	Recognizes a few frequently used words or gestures in familiar situations
Exploring Middle	Shows understanding of a variety of single words
Exploring Later	Shows understanding of frequently used simple phrases or sentences
Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
Building Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen



© 2021 California Department of Education

LLD 1: Understanding of Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
Exploring Earlier	Recognizes a few frequently used words or gestures in familiar situations
Exploring Middle	Shows understanding of a variety of single words
Exploring Later	Shows understanding of frequently used simple phrases or sentences
Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
Building Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen



© 2021 California Department of Education



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



**Developmental Domain
Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

LLD 3: Communication and Use of Language

Responding Earlier	Makes sounds spontaneously
Responding Later	Uses sounds, gestures, or facial expressions to communicate
Exploring Earlier	Uses a few "first words," word-like sounds, or gestures to communicate
Exploring Middle	Uses a variety of single words to communicate
Exploring Later	Uses two words together to communicate
Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives, and recently encountered vocabulary to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events



© 2021 California Department of Education

LLD 3: Communication and Use of Language

Responding Earlier	Makes sounds spontaneously
Responding Later	Uses sounds, gestures, or facial expressions to communicate
Exploring Earlier	Uses a few "first words," word-like sounds, or gestures to communicate
Exploring Middle	Uses a variety of single words to communicate
Exploring Later	Uses two words together to communicate
Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives, and recently encountered vocabulary to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events



© 2021 California Department of Education

LLD 3: Communication and Use of Language

Responding Earlier	Makes sounds spontaneously
Responding Later	Uses sounds, gestures, or facial expressions to communicate
Exploring Earlier	Uses a few "first words," word-like sounds, or gestures to communicate
Exploring Middle	Uses a variety of single words to communicate
Exploring Later	Uses two words together to communicate
Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives, and recently encountered vocabulary to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events



© 2021 California Department of Education

LLD 3: Communication and Use of Language

Responding Earlier	Makes sounds spontaneously
Responding Later	Uses sounds, gestures, or facial expressions to communicate
Exploring Earlier	Uses a few "first words," word-like sounds, or gestures to communicate
Exploring Middle	Uses a variety of single words to communicate
Exploring Later	Uses two words together to communicate
Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives, and recently encountered vocabulary to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events



© 2015 California Department of Education



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

** Conversations can include communication using sign language or alternative communication systems.*



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

** Conversations can include communication using sign language or alternative communication systems.*



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

** Conversations can include communication using sign language or alternative communication systems.*



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

** Conversations can include communication using sign language or alternative communication systems.*

LLD 4: Reciprocal Communication and Conversation

Responding Earlier	Responds to sounds or movements of others in basic ways
Responding Later	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions
Exploring Earlier	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions
Exploring Middle	Engages in brief communication with a familiar adult, using simple words or gestures to communicate meaning
Exploring Later	Engages in brief back-and-forth communication, combining words to communicate meaning
Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas

4

LLD



© 2021 California Department of Education

LLD 4: Reciprocal Communication and Conversation

Responding Earlier	Responds to sounds or movements of others in basic ways
Responding Later	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions
Exploring Earlier	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions
Exploring Middle	Engages in brief communication with a familiar adult, using simple words or gestures to communicate meaning
Exploring Later	Engages in brief back-and-forth communication, combining words to communicate meaning
Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas

4

LLD



© 2021 California Department of Education

LLD 4: Reciprocal Communication and Conversation

Responding Earlier	Responds to sounds or movements of others in basic ways
Responding Later	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions
Exploring Earlier	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions
Exploring Middle	Engages in brief communication with a familiar adult, using simple words or gestures to communicate meaning
Exploring Later	Engages in brief back-and-forth communication, combining words to communicate meaning
Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas

4

LLD



© 2021 California Department of Education

LLD 4: Reciprocal Communication and Conversation

Responding Earlier	Responds to sounds or movements of others in basic ways
Responding Later	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions
Exploring Earlier	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions
Exploring Middle	Engages in brief communication with a familiar adult, using simple words or gestures to communicate meaning
Exploring Later	Engages in brief back-and-forth communication, combining words to communicate meaning
Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas

4

LLD



© 2015 California Department of Education



Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults



Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults



Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults



Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6
LLD



© 2021 California Department of Education

LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6
LLD



© 2021 California Department of Education

LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6
LLD



© 2021 California Department of Education

LLD 6: Comprehension of Age-Appropriate Text

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Shows interest when attending to books, pictures, or print materials, with an adult
Exploring Later	Provides simple 1-or-2 word responses to questions to books or other materials that include text, with an adult
Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative and informational text by summarizing, comparing, or making inferences

6
LLD



© 2021 California Department of Education



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 8: Phonological Awareness

Child shows increasing awareness of the sounds elements) that make up language, including the ability to manipulate them in language



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 8: Phonological Awareness

Child shows increasing awareness of the sounds elements) that make up language, including the ability to manipulate them in language



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 8: Phonological Awareness

Child shows increasing awareness of the sounds elements) that make up language, including the ability to manipulate them in language



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 8: Phonological Awareness

Child shows increasing awareness of the sounds elements) that make up language, including the ability to manipulate them in language

LLD 8: Phonological Awareness

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language



© 2021 California Department of Education

LLD 8: Phonological Awareness

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language



© 2021 California Department of Education

LLD 8: Phonological Awareness

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language



© 2021 California Department of Education

LLD 8: Phonological Awareness

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Attends to sounds or elements of language
Exploring Later	Demonstrates awareness of variations in sounds
Building Earlier	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language with or without the support of pictures or objects and segments larger units of language
Integrating Earlier	Blends smaller units of language with/without the support of pictures or objects & segments smaller units of language



© 2021 California Department of Education



Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words



Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words



Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words



Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

LLD 9: Letter and Word Knowledge

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); <i>and</i> Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase <i>and</i> most lowercase letters; Shows understanding that letters correspond to sounds in words

LLD 9



© 2021 California Department of Education

LLD 9: Letter and Word Knowledge

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); <i>and</i> Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase <i>and</i> most lowercase letters; Shows understanding that letters correspond to sounds in words

LLD 9



© 2021 California Department of Education

LLD 9: Letter and Word Knowledge

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); <i>and</i> Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase <i>and</i> most lowercase letters; Shows understanding that letters correspond to sounds in words

LLD 9



© 2021 California Department of Education

LLD 9: Letter and Word Knowledge

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Demonstrates awareness that pictures represent people or things
Exploring Later	Demonstrates awareness of a few common simple symbols in the environment
Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); <i>and</i> Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase <i>and</i> most lowercase letters; Shows understanding that letters correspond to sounds in words

LLD 9



© 2021 California Department of Education



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 10: Emergent Writing

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



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 10: Emergent Writing

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



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 10: Emergent Writing

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



**Developmental Domain
Language and Literacy Development (LLD)**

Measure 10: Emergent Writing

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

LLD 10: Emergent Writing

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10
LLD


© 2021 California Department of Education

LLD 10: Emergent Writing

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10
LLD


© 2021 California Department of Education

LLD 10: Emergent Writing

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10
LLD


© 2021 California Department of Education

LLD 10: Emergent Writing

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	<i>There are no earlier levels for this measure</i>
Exploring Middle	Makes marks on paper
Exploring Later	Makes scribble marks
Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Makes marks to represent own name or words
Building Later	Uses letters or clearly recognizable approximations of letters to write own name
Integrating Earlier	Writes several words or a few simple phrases, or clearly recognizable approximations

10
LLD


© 2021 California Department of Education

Developmental Domain

**English Language
Development**

4 Measures

Developmental Domain

**English Language
Development**

4 Measures

Developmental Domain

**English Language
Development**

4 Measures

Developmental Domain

**English Language
Development**

4 Measures



Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English
(Receptive English)

Child shows increasing progress toward fluency in understanding English



Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English
(Receptive English)

Child shows increasing progress toward fluency in understanding English



Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English
(Receptive English)

Child shows increasing progress toward fluency in understanding English



Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English
(Receptive English)

Child shows increasing progress toward fluency in understanding English

ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes



© 2021 California Department of Education

ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes



© 2021 California Department of Education

ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes



© 2021 California Department of Education

ELD 1: Comprehension of English

Discovering Language	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
Discovering English	Shows understanding of words and phrases in conversations, stories, and interactions in home language
Exploring English	Attends to interactions & sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words
Developing English	Shows understanding of some common words and phrases in English during interactions & activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes



© 2021 California Department of Education



Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in
speaking English



Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in
speaking English



Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in
speaking English



Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in
speaking English

ELD 2: Self-Expression in English

Discovering Language	Uses a few “first words” or word-like sounds or gestures to communicate in home language
Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

2

ELD



© 2021 California Department of Education

ELD 2: Self-Expression in English

Discovering Language	Uses a few “first words” or word-like sounds or gestures to communicate in home language
Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

2

ELD



© 2021 California Department of Education

ELD 2: Self-Expression in English

Discovering Language	Uses a few “first words” or word-like sounds or gestures to communicate in home language
Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

2

ELD



© 2021 California Department of Education

ELD 2: Self-Expression in English

Discovering Language	Uses a few “first words” or word-like sounds or gestures to communicate in home language
Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

2

ELD



© 2021 California Department of Education



Developmental Domain
English Language Development (ELD)

Measure 3: Understanding and
Response to English Literacy Activities

Child shows an increasing understanding of and
response to books, stories, songs, and poems pre-
sented in English



Developmental Domain
English Language Development (ELD)

Measure 3: Understanding and
Response to English Literacy Activities

Child shows an increasing understanding of and
response to books, stories, songs, and poems pre-
sented in English



Developmental Domain
English Language Development (ELD)

Measure 3: Understanding and
Response to English Literacy Activities

Child shows an increasing understanding of and
response to books, stories, songs, and poems pre-
sented in English



Developmental Domain
English Language Development (ELD)

Measure 3: Understanding and
Response to English Literacy Activities

Child shows an increasing understanding of and
response to books, stories, songs, and poems pre-
sented in English

ELD 3: Understanding & Response to English Literacy Activities

Discovering Language	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language
Discovering English	Participates in literacy activities in home language; <i>and</i> Attends to simple literacy activities in English with support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English
Building English	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English
Integrating English	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem



© 2021 California Department of Education

ELD 3: Understanding & Response to English Literacy Activities

Discovering Language	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language
Discovering English	Participates in literacy activities in home language; <i>and</i> Attends to simple literacy activities in English with support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English
Building English	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English
Integrating English	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem



© 2021 California Department of Education

ELD 3: Understanding & Response to English Literacy Activities

Discovering Language	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language
Discovering English	Participates in literacy activities in home language; <i>and</i> Attends to simple literacy activities in English with support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English
Building English	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English
Integrating English	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem



© 2021 California Department of Education

ELD 3: Understanding & Response to English Literacy Activities

Discovering Language	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language
Discovering English	Participates in literacy activities in home language; <i>and</i> Attends to simple literacy activities in English with support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English
Building English	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English
Integrating English	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem



© 2021 California Department of Education



Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning



Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning



Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning



Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

ELD 4: Symbol, Letter and Print Knowledge in English

Discovering Language	Demonstrates awareness that pictures or objects can represent people or things
Discovering English	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
Exploring English	Demonstrates awareness that print in English carries meaning
Developing English	Demonstrates understanding that English print consists of distinct letters with names in English
Building English	Identifies several English letters; and Recognizes own name in English print
Integrating English	Identifies at least ten English letters; and Identifies a few printed words frequently used in English

4

ELD



© 2021 California Department of Education

ELD 4: Symbol, Letter and Print Knowledge in English

Discovering Language	Demonstrates awareness that pictures or objects can represent people or things
Discovering English	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
Exploring English	Demonstrates awareness that print in English carries meaning
Developing English	Demonstrates understanding that English print consists of distinct letters with names in English
Building English	Identifies several English letters; and Recognizes own name in English print
Integrating English	Identifies at least ten English letters; and Identifies a few printed words frequently used in English

4

ELD



© 2021 California Department of Education

ELD 4: Symbol, Letter and Print Knowledge in English

Discovering Language	Demonstrates awareness that pictures or objects can represent people or things
Discovering English	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
Exploring English	Demonstrates awareness that print in English carries meaning
Developing English	Demonstrates understanding that English print consists of distinct letters with names in English
Building English	Identifies several English letters; and Recognizes own name in English print
Integrating English	Identifies at least ten English letters; and Identifies a few printed words frequently used in English

4

ELD



© 2021 California Department of Education

ELD 4: Symbol, Letter and Print Knowledge in English

Discovering Language	Demonstrates awareness that pictures or objects can represent people or things
Discovering English	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
Exploring English	Demonstrates awareness that print in English carries meaning
Developing English	Demonstrates understanding that English print consists of distinct letters with names in English
Building English	Identifies several English letters; and Recognizes own name in English print
Integrating English	Identifies at least ten English letters; and Identifies a few printed words frequently used in English

4

ELD



© 2021 California Department of Education

Developmental Domain

**Cognition, Including Math
and Science (COG)**

6 Measures

Developmental Domain

**Cognition, Including Math
and Science (COG)**

6 Measures

Developmental Domain

**Cognition, Including Math
and Science (COG)**

6 Measures

Developmental Domain

**Cognition, Including Math
and Science (COG)**

6 Measures



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

COG 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	Selects some objects that are similar from a collection of objects
Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more 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 into new groups
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

2
COG



© 2021 California Department of Education

COG 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	Selects some objects that are similar from a collection of objects
Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more 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 into new groups
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

2
COG



© 2021 California Department of Education

COG 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	Selects some objects that are similar from a collection of objects
Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more 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 into new groups
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

2
COG



© 2021 California Department of Education

COG 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	Selects some objects that are similar from a collection of objects
Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more 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 into new groups
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

2
COG



© 2021 California Department of Education



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

COG 3: Number Sense of Quantity

Responding Earlier	Responds to people or objects in basic ways
Responding Later	Responds to changes in the number of objects observed or interacted with
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Uses number names, but not always correctly, in situations related to number or quantity
Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20

COG 3



© 2021 California Department of Education

COG 3: Number Sense of Quantity

Responding Earlier	Responds to people or objects in basic ways
Responding Later	Responds to changes in the number of objects observed or interacted with
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Uses number names, but not always correctly, in situations related to number or quantity
Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20

COG 3



© 2021 California Department of Education

COG 3: Number Sense of Quantity

Responding Earlier	Responds to people or objects in basic ways
Responding Later	Responds to changes in the number of objects observed or interacted with
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Uses number names, but not always correctly, in situations related to number or quantity
Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20

COG 3



© 2021 California Department of Education

COG 3: Number Sense of Quantity

Responding Earlier	Responds to people or objects in basic ways
Responding Later	Responds to changes in the number of objects observed or interacted with
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Uses number names, but not always correctly, in situations related to number or quantity
Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20

COG 3



© 2021 California Department of Education



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math
Operations

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



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math
Operations

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



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math
Operations

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



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 4: Number Sense of Math
Operations

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

COG 4: Number Sense of Math Operations

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Manipulates objects and explores the change in the number in a group
Building Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation

COG 4



© 2021 California Department of Education

COG 4: Number Sense of Math Operations

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Manipulates objects and explores the change in the number in a group
Building Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation

COG 4



© 2021 California Department of Education

COG 4: Number Sense of Math Operations

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Manipulates objects and explores the change in the number in a group
Building Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation

COG 4



© 2021 California Department of Education

COG 4: Number Sense of Math Operations

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness of quantity
Exploring Later	Manipulates objects and explores the change in the number in a group
Building Earlier	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation

COG 4



© 2021 California Department of Education



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 5: Measurement

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

COG 5: Measurement

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Exploring Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property
Integrating Earlier	Explores the properties of objects through either the use of measurement tools with standard units

5
COG



© 2021 California Department of Education

COG 5: Measurement

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Exploring Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property
Integrating Earlier	Explores the properties of objects through either the use of measurement tools with standard units

5
COG



© 2021 California Department of Education

COG 5: Measurement

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Exploring Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property
Integrating Earlier	Explores the properties of objects through either the use of measurement tools with standard units

5
COG



© 2021 California Department of Education

COG 5: Measurement

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)
Exploring Later	Explores how objects differ by properties (e.g., size, length, weight, capacity)
Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property
Integrating Earlier	Explores the properties of objects through either the use of measurement tools with standard units

5
COG



© 2021 California Department of Education



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 6: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

COG 6: Patterning

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Notices and responds to simple repeating sequences
Exploring Later	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)

COG 6



© 2021 California Department of Education

COG 6: Patterning

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Notices and responds to simple repeating sequences
Exploring Later	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)

COG 6



© 2021 California Department of Education

COG 6: Patterning

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Notices and responds to simple repeating sequences
Exploring Later	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)

COG 6



© 2021 California Department of Education

COG 6: Patterning

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Notices and responds to simple repeating sequences
Exploring Later	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)

COG 6



© 2021 California Department of Education



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

COG 7: Shapes

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Explores shapes of objects
Exploring Later	Manipulates objects based on shape
Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them

7
COG



© 2021 California Department of Education

COG 7: Shapes

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Explores shapes of objects
Exploring Later	Manipulates objects based on shape
Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them

7
COG



© 2021 California Department of Education

COG 7: Shapes

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Explores shapes of objects
Exploring Later	Manipulates objects based on shape
Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them

7
COG



© 2021 California Department of Education

COG 7: Shapes

Responding Earlier	<i>There are no earlier levels for this measure</i>
Responding Later	<i>There are no earlier levels for this measure</i>
Exploring Earlier	Explores shapes of objects
Exploring Later	Manipulates objects based on shape
Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them

7
COG



© 2021 California Department of Education

Developmental Domain

**Physical Development -
Health (PD-HLTH)**

4 Measures

Developmental Domain

**Physical Development -
Health (PD-HLTH)**

4 Measures

Developmental Domain

**Physical Development -
Health (PD-HLTH)**

4 Measures

Developmental Domain

**Physical Development -
Health (PD-HLTH)**

4 Measures



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

PD-HLTH 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	Demonstrates awareness of major body parts by exploring their movement potential
Building Earlier	Tries different ways to coordinate movements of large or small body parts
Building Middle	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
Building Later	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
Integrating Earlier	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces



PD-HLTH 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	Demonstrates awareness of major body parts by exploring their movement potential
Building Earlier	Tries different ways to coordinate movements of large or small body parts
Building Middle	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
Building Later	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
Integrating Earlier	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces



PD-HLTH 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	Demonstrates awareness of major body parts by exploring their movement potential
Building Earlier	Tries different ways to coordinate movements of large or small body parts
Building Middle	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
Building Later	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
Integrating Earlier	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces



PD-HLTH 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	Demonstrates awareness of major body parts by exploring their movement potential
Building Earlier	Tries different ways to coordinate movements of large or small body parts
Building Middle	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
Building Later	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
Integrating Earlier	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces





Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 2: Gross Locomotor Movement Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 2: Gross Locomotor Movement Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 2: Gross Locomotor Movement Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 2: Gross Locomotor Movement Skills

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

PD-HLTH 2: Gross Locomotor Movement Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Moves two or more body parts together, often with intention
Exploring Earlier	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
Exploring Middle	Coordinates movement of whole body while upright, using support
Exploring Later	Coordinates basic movements in an upright position without using support
Building Earlier	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Building Middle	Coordinates and controls individual locomotor movements, with some success
Building Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Integrating Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities

2

PD-HLTH



© 2021 California Department of Education

PD-HLTH 2: Gross Locomotor Movement Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Moves two or more body parts together, often with intention
Exploring Earlier	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
Exploring Middle	Coordinates movement of whole body while upright, using support
Exploring Later	Coordinates basic movements in an upright position without using support
Building Earlier	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Building Middle	Coordinates and controls individual locomotor movements, with some success
Building Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Integrating Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities

2

PD-HLTH



© 2021 California Department of Education

PD-HLTH 2: Gross Locomotor Movement Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Moves two or more body parts together, often with intention
Exploring Earlier	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
Exploring Middle	Coordinates movement of whole body while upright, using support
Exploring Later	Coordinates basic movements in an upright position without using support
Building Earlier	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Building Middle	Coordinates and controls individual locomotor movements, with some success
Building Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Integrating Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities

2

PD-HLTH



© 2021 California Department of Education

PD-HLTH 2: Gross Locomotor Movement Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Moves two or more body parts together, often with intention
Exploring Earlier	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
Exploring Middle	Coordinates movement of whole body while upright, using support
Exploring Later	Coordinates basic movements in an upright position without using support
Building Earlier	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Building Middle	Coordinates and controls individual locomotor movements, with some success
Building Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Integrating Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities

2

PD-HLTH



© 2021 California Department of Education



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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

PD-HLTH 3: Gross Motor Manipulative Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Uses arms, legs, or body to move toward or reach for people or objects
Exploring Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects
Exploring Middle	Uses body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support
Exploring Later	Manipulates objects, using one or more body parts, with limited stability
Building Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
Building Later	Coordinates 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, in different physical activities

3

PD-HLTH



© 2021 California Department of Education

PD-HLTH 3: Gross Motor Manipulative Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Uses arms, legs, or body to move toward or reach for people or objects
Exploring Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects
Exploring Middle	Uses body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support
Exploring Later	Manipulates objects, using one or more body parts, with limited stability
Building Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
Building Later	Coordinates 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, in different physical activities

3

PD-HLTH



© 2021 California Department of Education

PD-HLTH 3: Gross Motor Manipulative Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Uses arms, legs, or body to move toward or reach for people or objects
Exploring Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects
Exploring Middle	Uses body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support
Exploring Later	Manipulates objects, using one or more body parts, with limited stability
Building Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
Building Later	Coordinates 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, in different physical activities

3

PD-HLTH



© 2021 California Department of Education

PD-HLTH 3: Gross Motor Manipulative Skills

Responding Earlier	Moves in basic and often involuntary ways
Responding Later	Uses arms, legs, or body to move toward or reach for people or objects
Exploring Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects
Exploring Middle	Uses body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support
Exploring Later	Manipulates objects, using one or more body parts, with limited stability
Building Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
Building Later	Coordinates 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, in different physical activities

3

PD-HLTH



© 2021 California Department of Education



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 4: Fine Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 4: Fine Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 4: Fine Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 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-HLTH 4: Fine Motor Manipulative Skills

Responding Earlier	Moves arms or hands in basic ways
Responding Later	Uses arms or hands to make contact with objects in the environment
Exploring Earlier	Grasps objects with entire 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	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Building Middle	Manipulates objects with both hands doing different movements
Building Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects

4

PD-HLTH



© 2021 California Department of Education

PD-HLTH 4: Fine Motor Manipulative Skills

Responding Earlier	Moves arms or hands in basic ways
Responding Later	Uses arms or hands to make contact with objects in the environment
Exploring Earlier	Grasps objects with entire 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	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Building Middle	Manipulates objects with both hands doing different movements
Building Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects

4

PD-HLTH



© 2021 California Department of Education

PD-HLTH 4: Fine Motor Manipulative Skills

Responding Earlier	Moves arms or hands in basic ways
Responding Later	Uses arms or hands to make contact with objects in the environment
Exploring Earlier	Grasps objects with entire 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	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Building Middle	Manipulates objects with both hands doing different movements
Building Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects

4

PD-HLTH



© 2021 California Department of Education

PD-HLTH 4: Fine Motor Manipulative Skills

Responding Earlier	Moves arms or hands in basic ways
Responding Later	Uses arms or hands to make contact with objects in the environment
Exploring Earlier	Grasps objects with entire 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	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Building Middle	Manipulates objects with both hands doing different movements
Building Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects

4

PD-HLTH



© 2021 California Department of Education

