

# **DRDP (2015) Fundamental Preschool View**



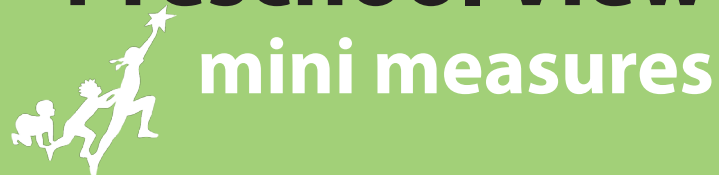
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**Mini Measures** are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP.



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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.



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## 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)	









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Developmental Domain

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

7 Measures

Developmental Domain

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7 Measures



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

**Measure 1: Attention Maintenance**

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials



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

**Measure 1: Attention Maintenance**

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials



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**(ATL-REG)**

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## ATL-REG 1: Attention Maintenance

Responding Earlier	Attends or responds briefly to people, things, or sounds
Responding Later	Shifts attention frequently from one person or thing to another
Exploring Earlier	Maintains attention, on own or with adult support, during brief activities
Exploring Later	Maintains attention, with adult support, during activities that last for extended periods of time
Building Earlier	Maintains attention on own during activities that last for extended periods of time
Building Middle	<i>There are no later levels for this measure</i>
Building Later	<i>There are no later levels for this measure</i>
Integrating Earlier	<i>There are no later levels for this measure</i>

ATL-REG 1



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ATL-REG 1



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

**Measure 2: Self-Comforting**

**Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation**



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

**Measure 2: Self-Comforting**

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## ATL-REG 2: Self-Comforting

Responding Earlier	Responds to internal or external stimulation in basic ways
Responding Later	Engages in behaviors that have previously worked to soothe self
Exploring Earlier	Comforts self by seeking a familiar adult or special thing
Exploring Later	Comforts self in different ways, based on the situation
Building Earlier	Anticipates need for comfort and prepares self by asking questions, getting special thing or other
Building Middle	<i>There are no later levels for this measure</i>
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ATL-REG



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

**Measure 3: Imitation**

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



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**(ATL-REG)**

**Measure 3: Imitation**

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

### ATL-REG 3: Imitation

<b>Responding Earlier</b>	Responds to facial expressions or vocalizations in basic ways
<b>Responding Later</b>	Imitates approximations of single simple actions or sounds when interacting with others
<b>Exploring Earlier</b>	Imitates actions, or, Repeats familiar words or gestures by others when interacting with them
<b>Exploring Later</b>	Imitates a few actions, or, Repeats familiar actions or words experienced at an earlier time
<b>Building Earlier</b>	Imitates multiple steps of others' actions, or Repeats phrases, experienced at an earlier time
<b>Building Middle</b>	<i>There are no later levels for this measure</i>
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**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**

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## ATL-REG 4: Curiosity and Initiative in Learning

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

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**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



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**Approaches to Learning - Self-Regulation**  
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**Measure 5: Self-Control of Feelings and Behavior**

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

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

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**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**  
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## 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: Engagement and Persistence

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**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**



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## 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: 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
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Developmental Domain

**Social and Emotional  
Development (SED)**

5 Measures

Developmental Domain

**Social and Emotional  
Development (SED)**

5 Measures

Developmental Domain

**Social and Emotional  
Development (SED)**

5 Measures

Developmental Domain

**Social and Emotional  
Development (SED)**

5 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

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



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## SED 1: Identity of Self in Relation to Others

<b>Responding Earlier</b>	Responds in basic ways to others
<b>Responding Later</b>	Uses senses to explore self and others
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**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

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

2

SED



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## SED 2: Social and Emotional Understanding

<b>Responding Earlier</b>	Responds to faces, voices, or actions of other people
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2

SED



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**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

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



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<b>Responding Earlier</b>	Responds to faces, voices, or actions of familiar people
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**Developmental Domain**  
**Social and Emotional Development (SED)**

**Measure 4: Relationships and Social Interactions with Peers**

**Child becomes increasingly competent and co-operative 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 co-operative 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 co-operative 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 co-operative in interactions with peers and develops friendships with several peers**

## SED 4: Relationships and Social Interactions with Peers

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



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## SED 4: Relationships and Social Interactions with Peers

<b>Responding Earlier</b>	Shows awareness of other people, including children
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**Developmental Domain**  
**Social and Emotional Development (SED)**

Measure 5: Symbolic and Sociodramatic  
Play

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others



**Developmental Domain**  
**Social and Emotional Development (SED)**

Measure 5: Symbolic and Sociodramatic  
Play

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others



**Developmental Domain**  
**Social and Emotional Development (SED)**

Measure 5: Symbolic and Sociodramatic  
Play

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others



**Developmental Domain**  
**Social and Emotional Development (SED)**

Measure 5: Symbolic and Sociodramatic  
Play

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others



## SED 5: Symbolic and Sociodramatic Play

<b>Responding Earlier</b>	Responds to people or objects in basic ways
<b>Responding Later</b>	Explores people and objects in a variety of ways
<b>Exploring Earlier</b>	Uses or combines objects in functional or meaningful ways
<b>Exploring Later</b>	Pretends that an object represents another object or serves a different purpose
<b>Building Earlier</b>	Engages in pretend-play sequences
<b>Building Middle</b>	Engages in pretend play with others around a shared idea
<b>Building Later</b>	Engages in roles in pretend-play sequences with others
<b>Integrating Earlier</b>	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea



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## SED 5: Symbolic and Sociodramatic Play

<b>Responding Earlier</b>	Responds to people or objects in basic ways
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Developmental Domain

**Language and Literacy  
Development (LLD)**

10 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

10 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

10 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

10 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

1  
LLD



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## 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
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1  
LLD



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1  
LLD



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1  
LLD



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

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language



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

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language



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

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language



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

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language

## LLD 2: Responsiveness to 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	Responds to a few frequently used words or gestures in familiar situations
Exploring Later	Responds to simple comments that relate to a present situation
Building Earlier	Responds to one-step requests or questions that involve a familiar activity or routine
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or situation
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity or situation

2  
LLD



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## LLD 2: Responsiveness to Language

Responding Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways
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2  
LLD



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## LLD 2: Responsiveness to 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	Responds to a few frequently used words or gestures in familiar situations
Exploring Later	Responds to simple comments that relate to a present situation
Building Earlier	Responds to one-step requests or questions that involve a familiar activity or routine
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or situation
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity or situation

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## LLD 2: Responsiveness to 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	Responds to a few frequently used words or gestures in familiar situations
Exploring Later	Responds to simple comments that relate to a present situation
Building Earlier	Responds to one-step requests or questions that involve a familiar activity or routine
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or situation
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity or situation

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**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

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### 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
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### 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
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3

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### LLD 3: Communication and Use of Language

Responding Earlier	Makes sounds spontaneously
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Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events

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**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 conversa-  
tions\*

*\* 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 conversa-  
tions\*

*\* 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 conversa-  
tions\*

*\* 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 conversa-  
tions\*

*\* 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

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## 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
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Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas

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Responding Earlier	Responds to sounds or movements of others in basic ways
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Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
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Responding Earlier	Responds to sounds or movements of others in basic ways
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Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas

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

**Measure 5: Interest in Literacy**

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways



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

**Measure 5: Interest in Literacy**

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways



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

**Measure 5: Interest in Literacy**

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways



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

**Measure 5: Interest in Literacy**

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

## LLD 5: Interest in Literacy

Responding Earlier	Attends or responds to people or things in basic ways
Responding Later	Plays with books; <i>and</i> Responds to other literacy activities
Exploring Earlier	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes
Exploring Later	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult
Building Earlier	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests

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## LLD 5: Interest in Literacy

Responding Earlier	Attends or responds to people or things in basic ways
Responding Later	Plays with books; <i>and</i> Responds to other literacy activities
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## LLD 5: Interest in Literacy

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**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

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## 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
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LLD



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

## Measure 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning



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

## Measure 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning



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

## Measure 7: Concepts About Print

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

## Measure 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning



## LLD 7: Concepts About Print

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	Explores books
Exploring Later	Engages with print materials while being read to by an adult
Building Earlier	Demonstrates awareness of the way books are handled
Building Middle	Demonstrates understanding that print and symbols carry meaning
Building Later	Demonstrates understanding of how to follow print on a page of text
Integrating Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words

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LLD



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## LLD 7: Concepts About Print

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	Explores books
Exploring Later	Engages with print materials while being read to by an adult
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## LLD 7: Concepts About Print

Responding Earlier	<i>There are no earlier levels for this measure</i>
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## LLD 7: Concepts About Print

Responding Earlier	<i>There are no earlier levels for this measure</i>
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**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

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**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

LLD 8



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## 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

LLD 8



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## 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

LLD 8



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## 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
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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

LLD 8



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**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

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## 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

9

LLD



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## 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

9

LLD



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## 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

9

LLD



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**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)**

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**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



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## 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
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LLD



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## LLD 10: Emergent Writing

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LLD



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10

LLD



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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  
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**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

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

1  
ELD



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## ELD 1: Comprehension of English

<b>Discovering Language</b>	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations
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1  
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1  
ELD



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**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  
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Child shows increasing progress toward fluency in  
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Child shows increasing progress toward fluency in  
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**Developmental Domain**  
**English Language Development (ELD)**

Measure 2: Self-Expression in English  
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Child shows increasing progress toward fluency in  
speaking English

## ELD 2: Self-Expression in English

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

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## ELD 2: Self-Expression in English

<b>Discovering Language</b>	Uses a few “first words” or word-like sounds or gestures to communicate in home language
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2

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**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  
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**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

<b>Discovering Language</b>	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language
<b>Discovering English</b>	Participates in literacy activities in home language; <i>and</i> Attends to simple literacy activities in English with support
<b>Exploring English</b>	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
<b>Developing English</b>	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
<b>Building English</b>	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
<b>Integrating English</b>	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

3

ELD



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### ELD 3: Understanding & Response to English Literacy Activities

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3

ELD



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**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



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**English Language Development (ELD)**

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**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

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

4

ELD



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## ELD 4: Symbol, Letter and Print Knowledge in English

<b>Discovering Language</b>	Demonstrates awareness that pictures or objects can represent people or things
<b>Discovering English</b>	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
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4

ELD



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ELD



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4

ELD



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Developmental Domain

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

7 Measures

Developmental Domain

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

7 Measures

Developmental Domain

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

7 Measures

Developmental Domain

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

7 Measures



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

**Measure 1: Spatial Relationships**

**Child increasingly shows understanding of how objects move in space or fit in different spaces**



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

**Measure 1: Spatial Relationships**

**Child increasingly shows understanding of how objects move in space or fit in different spaces**



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

**Measure 1: Spatial Relationships**

**Child increasingly shows understanding of how objects move in space or fit in different spaces**



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

**Measure 1: Spatial Relationships**

**Child increasingly shows understanding of how objects move in space or fit in different spaces**

## COG 1: Spatial Relationships

Responding Earlier	Moves body parts in basic ways
Responding Later	Attends or responds as objects, people, or own body move through space
Exploring Earlier	Explores how self or objects fit in or fill up different spaces
Exploring Later	Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities
Building Earlier	Takes into account spatial relationships (distance, position, direction) and physical properties when exploring possibilities of fitting objects together or moving through space
Building Middle	<i>There are no later levels for this measure</i>
Building Later	<i>There are no later levels for this measure</i>
Integrating Earlier	<i>There are no later levels for this measure</i>

1  
COG



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## COG 1: Spatial Relationships

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1  
COG



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1  
COG



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1  
COG



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**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**  
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**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



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## COG 2: Classification

Responding Earlier	Attends to people, objects, or events
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COG



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2

COG



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**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

3  
COG



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## 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
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3  
COG



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3  
COG



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3  
COG



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**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)**

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**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

4

COG



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## COG 4: Number Sense of Math Operations

Responding Earlier	<i>There are no earlier levels for this measure</i>
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4

COG



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COG



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4

COG



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**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



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## COG 5: Measurement

Responding Earlier	<i>There are no earlier levels for this measure</i>
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COG



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5

COG



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**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)

6

COG



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## COG 6: Patterning

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COG



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6

COG



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**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)**

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**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



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## COG 7: Shapes

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COG



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7

COG



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Developmental Domain

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

10 Measures

Developmental Domain

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

10 Measures

Developmental Domain

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

10 Measures

Developmental Domain

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

10 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**

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**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



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**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**

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**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



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## PD-HLTH 2: Gross Locomotor Movement Skills

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PD-HLTH



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2

PD-HLTH



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**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**

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**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



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### 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
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3

PD-HLTH



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### PD-HLTH 3: Gross Motor Manipulative Skills

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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

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### 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

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**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

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## 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
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4

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4

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

**Measure 5: Safety**

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities



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

**Measure 5: Safety**

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities



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

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

**Measure 5: Safety**

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## PD-HLTH 5: Safety

Responding Earlier	Reacts to unpleasant stimulation or events in basic ways
Responding Later	Responds to situations that make child feel unsafe
Exploring Earlier	Seeks to make contact with familiar adult
Exploring Later	Follows adults' guidance about basic safety practices
Building Earlier	Follows basic safety practices, with close adult supervision
Building Middle	Follows basic safety practices on own in familiar environments, with occasional adult reminders
Building Later	Applies basic safety practices on own across different situations
Integrating Earlier	Communicates an understanding of some safety practices to others

5

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## PD-HLTH 5: Safety

Responding Earlier	Reacts to unpleasant stimulation or events in basic ways
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5

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

**Measure 6: Personal Care Routines:  
Hygiene**

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



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

**Measure 6: Personal Care Routines:  
Hygiene**

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



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

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

**Measure 6: Personal Care Routines:  
Hygiene**

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

## PD-HLTH 6: Personal Care Routines: Hygiene

Responding Earlier	Responds in basic ways during personal care routines that involve hygiene
Responding Later	Responds in ways that demonstrate awareness of a hygiene routine
Exploring Earlier	Anticipates one or two steps of a hygiene routine
Exploring Later	Participates in own hygiene routines, with an adult
Building Earlier	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration
Building Middle	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
Building Later	Initiates and carries out most steps of familiar hygiene routines on own
Integrating Earlier	Initiates and completes familiar hygiene routines on own

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## PD-HLTH 6: Personal Care Routines: Hygiene

Responding Earlier	Responds in basic ways during personal care routines that involve hygiene
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**Developmental Domain**  
**Physical Development-Health (PD-HLTH)**

**Measure 7: Personal Care Routines:  
Feeding**

Child responds to feeding and feeds self with increasing proficiency



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

**Measure 7: Personal Care Routines:  
Feeding**

Child responds to feeding and feeds self with increasing proficiency



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

**Measure 7: Personal Care Routines:  
Feeding**

Child responds to feeding and feeds self with increasing proficiency



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

**Measure 7: Personal Care Routines:  
Feeding**

Child responds to feeding and feeds self with increasing proficiency



## PD-HLTH 7: Personal Care Routines: Self Feeding

Responding Earlier	Responds in basic ways during feeding
Responding Later	Shows interest in participating in the process of being fed
Exploring Earlier	Feeds self some finger food items
Exploring Later	Feeds self some foods using a spoon and cup, sometimes needing help
Building Earlier	Feeds self a wide variety of foods using a spoon, fork, and an open cup
Building Later	Serves self or others by scooping or pouring from containers
Integrating Earlier	Prepares simple foods to serve to self or others

7

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## PD-HLTH 7: Personal Care Routines: Self Feeding

Responding Earlier	Responds in basic ways during feeding
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**Developmental Domain**  
**Physical Development-Health (PD-HLTH)**

**Measure 8: Personal Care Routines:  
Dressing**

Child develops and refines ability to dress self



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

**Measure 8: Personal Care Routines:  
Dressing**

Child develops and refines ability to dress self



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

**Measure 8: Personal Care Routines:  
Dressing**

Child develops and refines ability to dress self



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

**Measure 8: Personal Care Routines:  
Dressing**

Child develops and refines ability to dress self

## PD-HLTH 8: Personal Care Routines: Dressing

Responding Earlier	Responds in basic ways during dressing
Responding Later	Responds in ways that demonstrate awareness of a dressing routine
Exploring Earlier	Anticipates one or two steps of a dressing routine
Exploring Later	Participates with adult in dressing self
Building Earlier	Puts on clothing that is simple to manipulate, sometimes with adult assistance
Building Later	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)
Integrating Earlier	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)

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## PD-HLTH 8: Personal Care Routines: Dressing

Responding Earlier	Responds in basic ways during dressing
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8

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

**Measure 9: Active Physical Play**

Child engages in physical activities with increasing endurance and intensity



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

**Measure 9: Active Physical Play**

Child engages in physical activities with increasing endurance and intensity



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

**Measure 9: Active Physical Play**

Child engages in physical activities with increasing endurance and intensity



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

**Measure 9: Active Physical Play**

Child engages in physical activities with increasing endurance and intensity

## PD-HLTH 9: Active Physical Play

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	Engages in brief instances of physical play
Exploring Later	Engages in active physical play for short periods of time
Building Earlier	Engages in active physical activities or play for moderate amounts of time
Building Middle	Engages in active physical activities or play for sustained amounts of time
Building Later	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity
Integrating Earlier	Seeks to engage in active physical activities or play routinely, with increased intensity and duration

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## PD-HLTH 9: Active Physical Play

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	Engages in brief instances of physical play
Exploring Later	Engages in active physical play for short periods of time
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9

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9

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

**Measure 10: Nutrition**

Child demonstrates increasing knowledge about nutrition and healthful food choices



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

**Measure 10: Nutrition**

Child demonstrates increasing knowledge about nutrition and healthful food choices



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

**Measure 10: Nutrition**

Child demonstrates increasing knowledge about nutrition and healthful food choices



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

**Measure 10: Nutrition**

Child demonstrates increasing knowledge about nutrition and healthful food choices

## PD-HLTH 10: Nutrition

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 a preference for several favorite foods
Exploring Later	Shows interest in a variety of foods
Building Earlier	Recognizes or identifies a variety of foods
Building Middle	Demonstrates knowledge of the characteristics of a variety of foods
Building Later	Shows awareness that some foods are more healthful than others
Integrating Earlier	Communicates simple explanations about the healthfulness of different food choices

10

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## PD-HLTH 10: Nutrition

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 a preference for several favorite foods
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10

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## PD-HLTH 10: Nutrition

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 a preference for several favorite foods
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10

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## PD-HLTH 10: Nutrition

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