

**DRDP (2015)
Comprehensive
Infant/Toddler View**



mini measures

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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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Domains of the DRDP (2015) Infant/Toddler View

Approaches to Learning - Self-Regulation (ATL-REG)	
Social and Emotional Development (SED)	
Language and Literacy Development (LLD)	
Cognition, Including Math and Science (COG)	
Physical Development (PD)	




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Developmental Domain

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

5 Measures

Developmental Domain

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Self Regulation (ATL-REG)**

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

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

Measure 1: Attention Maintenance

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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: Attention Maintenance

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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)

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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

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 in other ways
Building Middle	<i>There are no later levels for this measure</i>
Building Later	<i>There are no later levels for this measure</i>
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2

ATL-REG



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ATL-REG 2: Self-Comforting

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2

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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



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



Developmental Domain
Approaches to Learning - Self-Regulation
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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

ATL-REG 3: Imitation

Responding Earlier	Responds to facial expressions or vocalizations in basic ways
Responding Later	Imitates approximations of single simple actions or sounds when interacting with others
Exploring Earlier	Imitates actions, <i>or</i> Repeats familiar words or gestures by others when interacting with them
Exploring Later	Imitates a few actions, <i>or</i> Repeats familiar actions or words experienced at an earlier time
Building Earlier	Imitates multiple steps of others' actions, <i>or</i> Repeats phrases, experienced at an earlier 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>
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3

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ATL-REG 3: Imitation

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3

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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

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



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Approaches to Learning - Self-Regulation
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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

ATL-REG 4: Curiosity and Initiative in Learning

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

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ATL-REG 4: Curiosity and Initiative in Learning

Responding Earlier	Responds to people, things, or sounds
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4

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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



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

Measure 5: Self-Control of Feelings and Behavior

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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

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

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

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

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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

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

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Developmental Domain
Social and Emotional Development (SED)

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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

SED 2: Social and Emotional Understanding

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

2

SED



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SED 2: Social and Emotional Understanding

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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



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SED 3: Relationships and Social Interactions with Familiar Adults

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

3

SED



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SED 3: Relationships and Social Interactions with Familiar Adults

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3

SED



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Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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



Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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



Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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



Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

SED 4: Relationships and Social Interactions with Peers

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

4

SED



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SED 4: Relationships and Social Interactions with Peers

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4

SED



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4

SED



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4

SED



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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

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

5

SED



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SED 5: Symbolic and Sociodramatic Play

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5

SED



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Developmental Domain

**Language and Literacy
Development (LLD)**

5 Measures

Developmental Domain

**Language and Literacy
Development (LLD)**

5 Measures

Developmental Domain

**Language and Literacy
Development (LLD)**

5 Measures

Developmental Domain

**Language and Literacy
Development (LLD)**

5 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
Exploring Earlier	Recognizes a few frequently used words or gestures in familiar situations
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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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of Education

LLD 1: Understanding of Language

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LLD



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Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen

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
Responding Later	Responds to voices, gestures, or facial expressions in a variety of ways
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2
LLD



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LLD



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2
LLD



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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

3

LLD



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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
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LLD



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3

LLD



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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
conversations*

** Conversations can include communication using
sign language or alternative communications*



Developmental Domain
Language and Literacy Development (LLD)

**Measure 4: Reciprocal Communication
and Conversation**

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

** Conversations can include communication using
sign language or alternative communications*



Developmental Domain
Language and Literacy Development (LLD)

**Measure 4: Reciprocal Communication
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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
conversations*

** Conversations can include communication using
sign language or alternative communications*

LLD 4: Reciprocal Communication and Conversation

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

4

LLD



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LLD 4: Reciprocal Communication and Conversation

Responding Earlier	Responds to sounds or movements of others in basic ways
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4

LLD



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4

LLD



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4

LLD



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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

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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

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, <i>or</i> Chooses to join reading, singing, or rhyming activities led by an adult
Building Earlier	Looks at books page by page, <i>or</i> 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

5

LLD



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LLD 5: Interest in Literacy

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5

LLD



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LLD 5: Interest in Literacy

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LLD



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5

LLD



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Developmental Domain

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

6 Measures

Developmental Domain

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

6 Measures

Developmental Domain

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

6 Measures

Developmental Domain

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

6 Measures



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 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)

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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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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)

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 2: Classification

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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

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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)

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Developmental Domain
Cognition, Including Math and Science (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
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

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3
COG



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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 8: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect



Developmental Domain
Cognition, Including Math and Science (COG)

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 8: Cause and Effect

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COG 8: Cause and Effect

Responding Earlier	Responds or shows anticipatory excitement to people, objects, or actions
Responding Later	Repeats actions that have effects
Exploring Earlier	Tries out different behaviors to cause effects
Exploring Later	Searches for possible causes of actions, events of behaviors
Building Earlier	Acts on objects to cause a specific result
Building Middle	Acts in ways that take into account an anticipated result
Building Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Integrating Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results

8
COG



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COG 8: Cause and Effect

Responding Earlier	Responds or shows anticipatory excitement to people, objects, or actions
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8
COG



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Developmental Domain
Cognition, Including Math and Science (COG)

**Measure 9: Inquiry Through Observation
and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them



Developmental Domain
Cognition, Including Math and Science (COG)

**Measure 9: Inquiry Through Observation
and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them



Developmental Domain
Cognition, Including Math and Science (COG)

**Measure 9: Inquiry Through Observation
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Developmental Domain
Cognition, Including Math and Science (COG)

**Measure 9: Inquiry Through Observation
and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them

COG 9: Inquiry Through Observation and Investigation

Responding Earlier	Responds to people, things, or sounds
Responding Later	Attends to responses of objects and people that result from own actions
Exploring Earlier	Shows interest in people or things in the environment
Exploring Later	Engages in simple purposeful explorations of familiar objects in the environment
Building Earlier	Engages in sustained explorations
Building Middle	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions
Building Later	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)
Integrating Earlier	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest

9

COG



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COG 9: Inquiry Through Observation and Investigation

Responding Earlier	Responds to people, things, or sounds
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9

COG



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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 11: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 11: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics



Developmental Domain
Cognition, Including Math and Science (COG)

Measure 11: Knowledge of the Natural World

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Developmental Domain
Cognition, Including Math and Science (COG)

Measure 11: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

COG 11: Knowledge of the Natural World

Responding Earlier	Attends to people, objects, or events
Responding Later	Interacts with objects or people
Exploring Earlier	Shows interest in the characteristics of living or nonliving things in the environment
Exploring Later	Explores how objects in the natural world will behave or function
Building Earlier	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)
Building Middle	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)
Building Later	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)
Integrating Earlier	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)

11
COG



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COG 11: Knowledge of the Natural World

Responding Earlier	Attends to people, objects, or events
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11
COG



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11
COG



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Developmental Domain

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

8 Measures

Developmental Domain

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

8 Measures

Developmental Domain

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

8 Measures

Developmental Domain

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

8 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)

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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 aspects of movement in relation to people and objects, with adult guidance
Building Later	Anticipates and adjusts aspects of movement on own in relation to people and objects in familiar spaces
Integrating Earlier	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces

1
PD-HLTH



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PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

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1
PD-HLTH



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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

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Physical Development-Health (PD-HLTH)

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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 Later	Coordinates movement of whole body while upright, using support
Building Earlier	Coordinates basic movements in an upright position without using support
Building Middle	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Building Later	Coordinates and controls individual locomotor movements, with some success
Integrating Earlier	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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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 Later	Coordinates movement of whole body while upright, using support
Building Earlier	Coordinates basic movements in an upright position without using support
Building Middle	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Building Later	Coordinates and controls individual locomotor movements, with some success
Integrating Earlier	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

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PD-HLTH 2: Gross Locomotor Movement 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)



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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



Developmental Domain
Physical Development-Health (PD-HLTH)

Measure 3: Gross Motor Manipulative Skills

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

PD-HLTH 3: Gross Motor Manipulative Skills

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

3

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PD-HLTH 3: Gross Motor Manipulative Skills

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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

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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

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

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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

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

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

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PD-HLTH 5: Safety

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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)

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

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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: 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 when using utensil(s) or an open cup, sometimes needing help
Building Earlier	Feeds self on own, using utensils or 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

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PD-HLTH 7: Personal Care Routines: 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
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)
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