

# DRDP-K (2015) Essential View



mini measures

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**This Mini Measures belongs to**



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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-K.



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The **DRDP-K** 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 11 Domains of the DRDP-K (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:MATH)	
Cognition: Science (COG: Science)	
Physical Development (PD)	
Health (HLTH)	
History-Social Science (HSS)	
Visual and Performing Arts (VPA)	
Language and Literacy Development in Spanish (SPAN)	


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Developmental Domain

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

4 Measures

Developmental Domain

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Self Regulation (ATL-REG)**

4 Measures

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

4 Measures



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

Measure 1: 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)**

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## ATL - REG 1: Curiosity and Initiative in Learning

<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
<b>Integrating Middle</b>	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
<b>Integrating Later</b>	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

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-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 2: 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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**Measure 2: 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 2: Self-Control of Feelings and Behavior

<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 (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
<b>Integrating Middle</b>	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
<b>Integrating Later</b>	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success

ATL-REG 2



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ATL-REG 2



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

Measure 3: Engagement and Persistence

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



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

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## ATL - REG 3 Engagement and Persistence

<b>Building Earlier</b>	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
<b>Building Middle</b>	Continues self-selected activities on own, seeking adult support to work through challenges
<b>Building Later</b>	Works through challenges on own while engaged in self-selected activities
<b>Integrating Earlier</b>	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
<b>Integrating Middle</b>	Pursues simple multi-step activities, following the steps through to completion
<b>Integrating Later</b>	Completes complex multi-step activities, making and adjusting plans as needed

ATL-REG 3



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ATL-REG 3



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

Measure 4: Shared Use of Space and  
Materials

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



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

Measure 4: Shared Use of Space and  
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space and materials with others

## ATL - REG 4: Shared Use of Space and Materials

<b>Building Earlier</b>	Shows awareness that other children might want to use materials, by taking action to control the materials
<b>Building Middle</b>	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
<b>Building Later</b>	Follows expectations or procedures for sharing, most of the time, without adult prompting
<b>Integrating Earlier</b>	Offers to share space or materials with others in the absence of explicit expectations for sharing
<b>Integrating Middle</b>	Shows concern about everyone being treated fairly in collaborative activities with others
<b>Integrating Later</b>	Engages in sustained collaborative activities that involve mutual assistance

**4**

**ATL-REG**



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**4**

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Developmental Domain

**Social and Emotional  
Development (SED)**

4 Measures

Developmental Domain

**Social and Emotional  
Development (SED)**

4 Measures

Developmental Domain

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4 Measures

Developmental Domain

**Social and Emotional  
Development (SED)**

4 Measures



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

Measure 1: Identity of Self in Relations 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 Relations to Others

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



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

Measure 1: Identity of Self in Relations 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>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
<b>Integrating Middle</b>	Describes and compares self and others using personality characteristics
<b>Integrating Later</b>	Identifies and evaluates strengths and weaknesses by comparing self with 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 characteristic



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Social and Emotional Development (SED)**

Measure 2: Social and Emotional  
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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 characteristic

## SED 2: Social and Emotional Understanding

<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
<b>Integrating Middle</b>	Compares people's personality traits; and Demonstrates consideration for the thoughts or feelings of others
<b>Integrating Later</b>	Uses understanding of another's personality traits to explain and predict their behavior



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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)**

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**Social and Emotional Development (SED)**

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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 Familar Adults

<b>Building Earlier</b>	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
<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
<b>Integrating Middle</b>	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
<b>Integrating Later</b>	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior



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### SED 3: Relationships and Social Interactions with Familar Adults

<b>Building Earlier</b>	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
<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
<b>Integrating Middle</b>	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
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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**  
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**Developmental Domain**  
**Social and Emotional Development (SED)**

Measure 4: Relationships and Social Interactions with Peers

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## SED 4: Relationships and Social Interactions with Peers

<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
<b>Integrating Middle</b>	Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)
<b>Integrating Later</b>	Explains own feelings, thoughts, and opinions to other children



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Developmental Domain

**Language and Literacy  
Development (LLD)**

7 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

7 Measures

Developmental Domain

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Development (LLD)**

7 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

7 Measures



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

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

Child understands increasingly complex communication and language



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

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

Child understands increasingly complex communication and language



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

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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 (Receptive)

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
Integrating Middle	Shows understanding that language can be used to express different intentions; and Demonstrates understanding of word play, jokes, and riddles
Integrating Later	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes

1  
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



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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

### LLD 3: Communication and Use of Language (Expressive)

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
Integrating Middle	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and Adapts own speech to the level of the listener
Integrating Later	Uses most of the grammar of adult-like speech; and Converses about a broad range of abstract ideas and concepts

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\*

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

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## LLD 4: Reciprocal Communication and Conversation

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
Integrating Middle	Builds on both concrete and abstract ideas of others during extended conversations
Integrating Later	Seeks additional information during extended conversations in order to understand and build on the ideas of others; and Displays appropriate turn taking and social conventions of conversation

4  
LLD  


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4  
LLD  


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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-  
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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

## LLD 6: Comprehension of Age-Appropriate Text

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 knowledge and understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative & informational text by summarizing, comparing, or making inferences about people, objects, or events
Integrating Middle	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning
Integrating Later	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension

6  
LLD  


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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**

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

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## LLD 8: Phonological Awareness

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 (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects
Integrating Earlier	Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects
Integrating Middle	Matches initial and final sounds of words; and Segments and blends initial and final phonemes of words
Integrating Later	Isolates the initial sound, middle vowel, and final sound in three- phoneme (consonant-vowel- consonant) words



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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)**

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**Language and Literacy Development (LLD)**

**Measure 9: Letter and Word Knowledge**

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## LLD 9: Letter and Word Knowledge

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); and Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words
Integrating Middle	Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels; and Identifies frequently-used words (e.g., the, of, is, to, you, she, my)
Integrating Later	Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long vowel sounds for most vowels



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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**

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## LLD 10: Emergent Writing

Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Writes letter-like shapes or a few letters to represent own name or words
Building Later	Writes own name, but may make errors
Integrating Earlier	Writes several words or a few simple phrases, but may make errors
Integrating Middle	Writes and composes simple sentences to communicate ideas to others
Integrating Later	Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events

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LLD



## LLD 10: Emergent Writing

Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Writes letter-like shapes or a few letters to represent own name or words
Building Later	Writes own name, but may make errors
Integrating Earlier	Writes several words or a few simple phrases, but may make errors
Integrating Middle	Writes and composes simple sentences to communicate ideas to others
Integrating Later	Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events

10

LLD



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## LLD 10: Emergent Writing

Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
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Integrating Earlier	Writes several words or a few simple phrases, but may make errors
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10

LLD



## LLD 10: Emergent Writing

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Integrating Earlier	Writes several words or a few simple phrases, but may make errors
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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 is progressing toward fluency in  
understanding English



**Developmental Domain  
English Language Development (ELD)**

Measure 1: Comprehension of English  
(Receptive English)

Child is progressing toward fluency in  
understanding English



**Developmental Domain  
English Language Development (ELD)**

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Child is progressing toward fluency in  
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**Developmental Domain  
English Language Development (ELD)**

Measure 1: Comprehension of English  
(Receptive English)

Child is progressing toward fluency in  
understanding English

## ELD 1: Comprehension of English

<b>Discovering English</b>	Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)
<b>Exploring English</b>	Attends to interactions and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines
<b>Developing English</b>	Shows understanding of some common words and phrases in English during interactions and 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



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## ELD 1: Comprehension of English

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<b>Integrating English</b>	Shows understanding of most information and concepts communicated in English for both instructional and social purposes



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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  
(Expressive English)

Child shows increasing progress toward fluency in speaking English



**Developmental Domain**  
**English Language Development (ELD)**

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

Child shows increasing progress toward fluency in speaking English



**Developmental Domain**  
**English Language Development (ELD)**

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

Child shows increasing progress toward fluency in speaking English

## ELD 2: Self-Expression in English

<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)



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## ELD 2: Self-Expression in English

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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  
presented in English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 3: Understanding and  
Response to English Literacy Activities**

**Child shows an increasing understanding of and  
response to books, stories, songs, and poems  
presented in English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 3: Understanding and  
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**Child shows an increasing understanding of and  
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**Developmental Domain  
English Language Development (ELD)**

**Measure 3: Understanding and  
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**Child shows an increasing understanding of and  
response to books, stories, songs, and poems  
presented in English**



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

<b>Discovering English</b>	Participates in literacy activities in home language; and Attends to simple literacy activities in English with some 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 simple words and short phrases in English (often uses actions; may mix English with home language) to communicate understanding about a book, story, song, or poem told or read in English
<b>Building English</b>	Uses words and phrases in English (sometimes uses actions; may mix English with home language) to communicate understanding about key ideas of a book, story, song, or poem told or read in English
<b>Integrating English</b>	Uses elaborated English phrases with a variety of vocabulary and grammatical structures (may mix English with home language) to communicate understanding of the content of a book, story, song, or poem



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

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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



**Developmental Domain  
English Language Development (ELD)**

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning



**Developmental Domain  
English Language Development (ELD)**

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

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

<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

**ELD 4**  


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

<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
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**ELD 4**  


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

<b>Discovering English</b>	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning
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**ELD 4**  


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Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 1: Classification**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 1: Classification**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 1: Classification**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 1: Classification**

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

## COG: MATH 1: Classification

<b>Building Earlier</b>	Sorts objects into two groups based on one attribute, but not always accurately
<b>Building Middle</b>	Sorts objects accurately into two or more groups based on one attribute
<b>Building Later</b>	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
<b>Integrating Earlier</b>	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
<b>Integrating Middle</b>	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups
<b>Integrating Later</b>	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

COG:MATH 1



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## COG: MATH 1: Classification

<b>Building Earlier</b>	Sorts objects into two groups based on one attribute, but not always accurately
<b>Building Middle</b>	Sorts objects accurately into two or more groups based on one attribute
<b>Building Later</b>	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
<b>Integrating Earlier</b>	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
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COG:MATH 1



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COG:MATH 1



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COG:MATH 1



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 2: Number Sense of  
Quantity**

**Child shows developing understanding of number  
and quantity**



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 2: Number Sense of  
Quantity**

**Child shows developing understanding of number  
and quantity**



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 2: Number Sense of  
Quantity**

**Child shows developing understanding of number  
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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 2: Number Sense of  
Quantity**

**Child shows developing understanding of number  
and quantity**



## COG: MATH 2: Number Sense of Quantity

<b>Building Earlier</b>	Identifies small quantities without counting, up to three
<b>Building Middle</b>	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten
<b>Building Later</b>	Shows understanding that the last number counted is the total number of objects in the group
<b>Integrating Earlier</b>	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
<b>Integrating Middle</b>	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20
<b>Integrating Later</b>	Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100



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## COG: MATH 2: Number Sense of Quantity

<b>Building Earlier</b>	Identifies small quantities without counting, up to three
<b>Building Middle</b>	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten
<b>Building Later</b>	Shows understanding that the last number counted is the total number of objects in the group
<b>Integrating Earlier</b>	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
<b>Integrating Middle</b>	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20
<b>Integrating Later</b>	Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100



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## COG: MATH 2: Number Sense of Quantity

<b>Building Earlier</b>	Identifies small quantities without counting, up to three
<b>Building Middle</b>	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten
<b>Building Later</b>	Shows understanding that the last number counted is the total number of objects in the group
<b>Integrating Earlier</b>	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
<b>Integrating Middle</b>	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20
<b>Integrating Later</b>	Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100



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## COG: MATH 2: Number Sense of Quantity

<b>Building Earlier</b>	Identifies small quantities without counting, up to three
<b>Building Middle</b>	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten
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<b>Integrating Middle</b>	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20
<b>Integrating Later</b>	Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 3: Number Sense of Math Operations**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 3: Number Sense of Math Operations**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 3: Number Sense of Math Operations**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 3: Number Sense of Math Operations**

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

## COG: MATH 3: Number Sense of Math Operations

<b>Building Earlier</b>	Attends to or explores changes in numbers of objects
<b>Building Middle</b>	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
<b>Building Later</b>	Uses counting to add or subtract one or two objects to or from a group of at least four objects
<b>Integrating Earlier</b>	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
<b>Integrating Middle</b>	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ )
<b>Integrating Later</b>	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction



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## COG: MATH 3: Number Sense of Math Operations

<b>Building Earlier</b>	Attends to or explores changes in numbers of objects
<b>Building Middle</b>	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
<b>Building Later</b>	Uses counting to add or subtract one or two objects to or from a group of at least four objects
<b>Integrating Earlier</b>	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
<b>Integrating Middle</b>	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ )
<b>Integrating Later</b>	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction



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## COG: MATH 3: Number Sense of Math Operations

<b>Building Earlier</b>	Attends to or explores changes in numbers of objects
<b>Building Middle</b>	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
<b>Building Later</b>	Uses counting to add or subtract one or two objects to or from a group of at least four objects
<b>Integrating Earlier</b>	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
<b>Integrating Middle</b>	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ )
<b>Integrating Later</b>	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction



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## COG: MATH 3: Number Sense of Math Operations

<b>Building Earlier</b>	Attends to or explores changes in numbers of objects
<b>Building Middle</b>	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
<b>Building Later</b>	Uses counting to add or subtract one or two objects to or from a group of at least four objects
<b>Integrating Earlier</b>	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
<b>Integrating Middle</b>	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ )
<b>Integrating Later</b>	Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 4: 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: Math (COG: MATH)**

**Math Measure 4: 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: Math (COG: MATH)**

**Math Measure 4: Measurement**

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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 4: Measurement**

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

## COG: MATH 4: Measurement

<b>Building Earlier</b>	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
<b>Building Middle</b>	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
<b>Building Later</b>	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
<b>Integrating Earlier</b>	Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)
<b>Integrating Middle</b>	Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units
<b>Integrating Later</b>	Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 5: Patterning**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 5: Patterning**

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



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 5: Patterning**

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

## COG: MATH 5: Patterning

<b>Building Earlier</b>	Matches simple sequences that are seen, heard, or experienced
<b>Building Middle</b>	Attempts to create simple repeating patterns (with two elements)
<b>Building Later</b>	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
<b>Integrating Earlier</b>	Creates, copies, or extends complex patterns (with three or more elements)
<b>Integrating Middle</b>	Identifies smallest repeating unit of the pattern; and Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)
<b>Integrating Later</b>	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

**COG:MATH 5**  


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**COG:MATH 5**  


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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 6: Shapes**

**Child shows an increasing knowledge of shapes and their characteristics**



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 6: Shapes**

**Child shows an increasing knowledge of shapes and their characteristics**



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 6: Shapes**

**Child shows an increasing knowledge of shapes and their characteristics**



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

**Math Measure 6: Shapes**

**Child shows an increasing knowledge of shapes and their characteristics**



## COG: MATH 6: Shapes

<b>Building Earlier</b>	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
<b>Building Middle</b>	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
<b>Building Later</b>	Recognizes shapes when they are presented in different orientations or as parts of other objects
<b>Integrating Earlier</b>	Describes several shapes and the differences between them
<b>Integrating Middle</b>	Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)
<b>Integrating Later</b>	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes



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Developmental Domain

**Physical Development (PD)**

4 Measures

Developmental Domain

**Physical Development (PD)**

4 Measures

Developmental Domain

**Physical Development (PD)**

4 Measures

Developmental Domain

**Physical Development (PD)**

4 Measures



**Developmental Domain  
Physical Development (PD)**

**Measure 1: Perceptual-Motor Skills and  
Movement Concepts**

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



**Developmental Domain  
Physical Development (PD)**

**Measure 1: Perceptual-Motor Skills and  
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Child moves body and interacts with the environment, demonstrating increasing awareness of on physical effort, body awareness, spatial awareness, and directional awareness



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Physical Development (PD)**

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Physical Development (PD)**

**Measure 1: Perceptual-Motor Skills and  
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Child moves body and interacts with the environment, demonstrating increasing awareness of on physical effort, body awareness, spatial awareness, and directional awareness

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

Building Earlier	Tries different ways to coordinate movements of large or small body parts
Building Middle	Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance
Building Later	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) 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
Integrating Middle	Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements
Integrating Later	Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance



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**Developmental Domain  
Physical Development (PD)**

**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 (PD)**

**Measure 2: Gross Locomotor Movement Skills**

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Physical Development (PD)**

**Measure 2: Gross Locomotor Movement Skills**

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**Developmental Domain  
Physical Development (PD)**

**Measure 2: Gross Locomotor Movement Skills**

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

## PD 2: Gross Locomotor Movement Skills

Building Earlier	Attempts to coordinate 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
Integrating Middle	Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)
Integrating Later	Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities

2

PD



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2

PD



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**Developmental Domain  
Physical Development (PD)**

**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 (PD)**

**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 (PD)**

**Measure 3: Gross Motor Manipulative Skills**

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**Developmental Domain  
Physical Development (PD)**

**Measure 3: Gross Motor Manipulative Skills**

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



### PD 3: Gross Motor Manipulative Skills

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
Integrating Middle	Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)
Integrating Later	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities



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**Developmental Domain  
Physical Development (PD)**

**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 (PD)**

**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 (PD)**

**Measure 4: Fine Motor Manipulative Skills**

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**Developmental Domain  
Physical Development (PD)**

**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 4: Fine Motor Manipulative Skills

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
Integrating Middle	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects
Integrating Later	Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand

4

PD



## PD 4: Fine Motor Manipulative Skills

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4

PD



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4

PD



## PD 4: Fine Motor Manipulative Skills

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4

PD



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Developmental Domain

**Health (HLTH)**

4 Measures

Developmental Domain

**Health (HLTH)**

4 Measures

Developmental Domain

**Health (HLTH)**

4 Measures

Developmental Domain

**Health (HLTH)**

4 Measures



**Developmental Domain  
Health (HLTH)**

Measure 1: Safety

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



**Developmental Domain  
Health (HLTH)**

Measure 1: Safety

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



**Developmental Domain  
Health (HLTH)**

Measure 1: Safety

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



**Developmental Domain  
Health (HLTH)**

Measure 1: Safety

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

## HLTH 1: Safety

<b>Building Earlier</b>	Follows basic safety practices, with close adult supervision
<b>Building Middle</b>	Follows basic safety practices on own in familiar environments, with occasional adult reminders
<b>Building Later</b>	Follows basic safety practices on own in familiar and novel situations
<b>Integrating Earlier</b>	Communicates an understanding of some safety practices to others
<b>Integrating Middle</b>	Identifies potentially unsafe situations and communicates the need to be safe to others
<b>Integrating Later</b>	Identifies potentially unsafe situations and communicates detailed strategies for staying safe to others



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## HLTH 1: Safety

<b>Building Earlier</b>	Follows basic safety practices, with close adult supervision
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**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

**Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them**



**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

**Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them**



**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

**Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them**



**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

**Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them**



## HLTH 2: Personal Care Routines

<b>Building Earlier</b>	Carries out parts of personal care routines, with specific adult guidance or some demonstration from adult
<b>Building Middle</b>	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
<b>Building Later</b>	Initiates and completes on own some familiar personal care routines
<b>Integrating Earlier</b>	Initiates and completes on own all personal care routines; and Demonstrates to others how to carry out their own personal care routines
<b>Integrating Middle</b>	Demonstrates a general understanding about why personal care routines are important for health
<b>Integrating Later</b>	Communicates detailed explanations about why personal care routines are important for health



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<b>Building Earlier</b>	Carries out parts of personal care routines, with specific adult guidance or some demonstration from adult
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**Developmental Domain  
Health (HLTH)**

Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity



**Developmental Domain  
Health (HLTH)**

Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity



**Developmental Domain  
Health (HLTH)**

Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity



**Developmental Domain  
Health (HLTH)**

Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity

### HLTH 3: Active Physical Play

<b>Building Earlier</b>	Engages in active physical activities or play for moderate amounts of time
<b>Building Middle</b>	Engages in active physical activities or play for sustained amounts of time
<b>Building Later</b>	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity
<b>Integrating Earlier</b>	Seeks to engage in active physical activities or play routinely, with increased intensity and duration
<b>Integrating Middle</b>	Participates in moderate physical activity on own and with others, increasing endurance while building coordination of motor skills; and Communicates a basic understanding that physical activity promotes health
<b>Integrating Later</b>	Participates in vigorous physical activity on own and with others, increasing endurance while refining the coordination of motor skills; and Communicates an explanation of health benefits gained from physical activity



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**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about nutrition and healthful food choices**



**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about nutrition and healthful food choices**



**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about nutrition and healthful food choices**



**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about nutrition and healthful food choices**

## HLTH 4: Nutrition

<b>Building Earlier</b>	Recognizes or identifies a variety of foods
<b>Building Middle</b>	Demonstrates knowledge of the characteristics of a variety of foods
<b>Building Later</b>	Shows awareness that some foods are more healthful than others
<b>Integrating Earlier</b>	Communicates simple explanations about the healthfulness of different food choices
<b>Integrating Middle</b>	Communicates details about the healthfulness of specific foods or why eating healthful foods is important
<b>Integrating Later</b>	Communicates basic understanding about the importance of eating a balanced diet; and Relates nutrients to healthy development



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Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures

Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures

Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures

Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**



## SPAN 1: Language Comprehension in Spanish

<b>Discovering Spanish</b>	Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines
<b>Exploring Spanish</b>	Follows two to three step instructions in Spanish; or Shows understanding of sentences or phrases in Spanish that communicate two or more ideas in the context of activities and routines
<b>Developing Spanish</b>	Shows understanding of Spanish language that refers to location of people and objects (e.g., here, there, under, over, next to) and sequences of two events in Spanish (e.g., next, now, then) in the context of activities and routines
<b>Building Spanish</b>	Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions
<b>Integrating Spanish</b>	Shows understanding that Spanish words and phrases can have different meanings depending on the context



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## SPAN 1: Language Comprehension in Spanish

<b>Discovering Spanish</b>	Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines
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**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**

## SPAN 2: Language Production in Spanish

<b>Discovering Spanish</b>	Uses short utterances in Spanish to express needs, interests, and experiences or events
<b>Exploring Spanish</b>	Uses extended utterances in Spanish with minimal errors to express needs, interests, and experiences or events
<b>Developing Spanish</b>	Combines a variety of sentences in Spanish to communicate and to describe a sequence of events or actions
<b>Building Spanish</b>	Uses elaborated language in Spanish to explain the needs, feelings, and intentions of people and characters
<b>Integrating Spanish</b>	Uses elaborated language in Spanish to reflect on experiences or stories and communicates causes, consequences, goals, and opinions about them

**SPAN 2**



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## SPAN 2: Language Production in Spanish

<b>Discovering Spanish</b>	Uses short utterances in Spanish to express needs, interests, and experiences or events
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**SPAN 2**



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**SPAN 2**



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**SPAN 2**



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**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
in Spanish**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
in Spanish**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
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**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
in Spanish**

### SPAN 3: Phonological Awareness in Spanish

<b>Discovering Spanish</b>	Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles
<b>Exploring Spanish</b>	Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence
<b>Developing Spanish</b>	Segments or blends Spanish words that have at least two consonant-vowel syllables
<b>Building Spanish</b>	Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel- consonant, etc.)
<b>Integrating Spanish</b>	Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables



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### SPAN 3: Phonological Awareness in Spanish

<b>Discovering Spanish</b>	Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles
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**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**

## SPAN 4: Emergent Writing in Spanish

<b>Discovering Spanish</b>	Makes marks and scribbles using a variety of writing tools (e.g. pencil or marker on paper, chalk on sidewalk, etc.)
<b>Exploring Spanish</b>	Writes marks and letter-like symbols; and Writes own name in Spanish
<b>Developing Spanish</b>	Writes simple Spanish words using one or more letters or letter-like symbols for each syllable
<b>Building Spanish</b>	Writes Spanish words that differ from one another in the use of a single letter or the pattern of letters used for each syllable
<b>Integrating Spanish</b>	Writes simple sentences in Spanish to communicate ideas to others, often with errors

**SPAN 4**

**SPAN 4**



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## SPAN 4: Emergent Writing in Spanish

<b>Discovering Spanish</b>	Makes marks and scribbles using a variety of writing tools (e.g. pencil or marker on paper, chalk on sidewalk, etc.)
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**SPAN 4**

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