

Desired Results Developmental Profile-Preschool® (2015)

Developmental Domain

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

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (ATL-REG)	Attention Maintenance Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	Attends or responds briefly to people, things, or sounds	Shifts attention frequently from one person or thing to another	Maintains attention, on own or with adult support, during brief activities	Maintains attention, with adult support, during activities that last for extended periods of time	Maintains attention on own during activities that last for extended periods of time	There are no later levels for this measure		
2 (ATL-REG)	Self-Comforting Child develops the capacity to comfort or soothe self in response to distress from neutral or neutral situations	Responds to internal or external situations in basic ways	Engages in behaviors that have previously worked to soothe self	Comforts self by seeking a familiar adult or a special thing	Comforts self in different ways, based on the situation	Anticipates need for comfort and prepares self by asking questions, getting a special thing, or to other ways	There are no later levels for this measure		
3 (ATL-REG)	Imitation Child mimics, repeats, and practices the actions or words of others in increasingly complex ways	Responds to facial expressions or vocalizations in basic ways	Imitates approximations of single simple actions or sounds when interacting with others	Imitates actions, or Repeats familiar words or gestures by others when interacting with them	Imitates a few actions, or Repeats familiar actions or words experienced as an earlier time	Imitates multiple steps of others' actions, or Repeats phrases, experienced at an earlier time	There are no later levels for this measure		
4 (ATL-REG)	Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	Responds to people, things, or sounds	Notices new or unexpected characteristics or actions of people or things	Explores people or things in the immediate environment	Explores new ways to use familiar things, including simple tools and toys	Explores through simple observations, or manipulations, or asking simple questions	Employs by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
5 (ATL-REG)	Self-Control of Feelings and Behavior Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	Calms when comforted by an adult	Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult	Calms self when a familiar adult initiates contact, moves close, or offers a special thing	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations	Demonstrates capacity to regulate emotional or behavioral reactions in some emotionally stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults, when needed	Uses simple strategies (e.g., having a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behavior	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behavior
6 (ATL-REG)	Engagement and Persistence Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	There are no earlier levels for this measure	Participates in a simple activity briefly	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity	Continues self-selected activities with adult support even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	
7 (ATL-REG)	Shared Use of Space and Materials Child develops the capacity to share the use of space and materials with others	There are no earlier levels for this measure	Demonstrates preferences for a few specific toys or materials	Takes and plays with materials of interest, even when they are being used by another child	Shows awareness that other children might want to use materials, by taking action to control the materials	Maintain control of some preferred materials, allowing others to use the rest, but will not allow support to share preferred materials with other children	Follows expectations or procedures for sharing, most of the time, without adult prompting	Offers to share space or materials with others in the absence of explicit expectations for sharing	

Developmental Domain

Social and Emotional Development (SED)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (SED)	Identity of Self in Relation to Others Child shows increasing awareness of self as distinct from and also related to others	Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes the feelings or desires of family members, friends, or other familiar people	Compares own preferences or feelings to those of others
2 (SED)	Social and Emotional Understanding Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics	Responds to faces, voices, or actions of other people	Shows awareness of what to expect from familiar people by responding to or anticipating their actions	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations	Adjusts behavior in response to emotional expressions of people who are less familiar	Identifies own or others' feelings	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior	Communicates ideas about why one has a feeling or what happens as a result of a feeling	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
3 (SED)	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	Responds to faces, voices, or actions of familiar people	Shows a preference for familiar adults and tries to interact with them	Interacts in simple ways with familiar adults and tries to maintain the interactions	Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	Seeks a familiar adult's ideas or explanation about events or experiences that are interesting to the child	Takes initiative in creating cooperative activities with familiar adults	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
4 (SED)	Relationship and Social Interactions with Peers Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers	Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play) with others	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
5 (SED)	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	Responds to people or objects in basic ways	Explores people and objects in a variety of ways	Uses or combines objects in functional or meaningful ways	Pretends that an object represents another object or serves a different purpose	Engages in pretend-play sequences	Engages in pretend play with others around a shared idea	Engages in roles in pretend play sequences with others	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea

Developmental Domain

Language and Literacy Development (LLD)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (LLD)	Understanding of Language (Receptive) Child understands increasingly complex communication and language	Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Recognizes a few frequently used words or gestures in familiar situations	Shows understanding of a variety of single words	Shows understanding of frequently used simple phrases or sentences	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen
2 (LLD)	Responsiveness to Language Child communicates or acts in response to language and responds to increasingly complex language	Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)	Responds to a few frequently used words or gestures in familiar situations	Uses a variety of single words to communicate	Uses two words together to communicate	Repeats simple comments that relate to a present situation	Repeats simple comments to one-step requests or questions that involve a familiar activity or routine	Carries out a one-step request that relates to a new or an unfamiliar activity or situation	Carries out multi-step requests that involve a familiar activity or situation
3 (LLD)	Communication and Use of Language (Expressive) Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences	Makes sounds spontaneously	Uses sounds, gestures, or facial expressions to communicate	Uses a few "first words," word-like sounds, or gestures to communicate	Uses a variety of single words to communicate	Uses two words together to communicate	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary to communicate	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or prepositions, to communicate, sometimes with errors	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or prepositions, to communicate, sometimes with errors
4 (LLD)	Reciprocal Communication and Conversation Child engages in back and forth communication that develops into increasingly extended conversations	Responds to sounds or movements of others in basic ways	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions	Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning	Engages in brief back-and-forth communication, combining words to communicate meaning	Engages in brief back-and-forth communication, using short phrases and sentences	Engages in brief conversations with a shared focus	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas	Engages in extended focused conversations that involve reasoning, problem-solving, or understanding ideas
5 (LLD)	Interest in Literacy Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways	Attends or responds to people or things in basic ways	Plays with books and Responds to other literacy activities	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	Looks at books on own briefly, or Chooses to read, sing, or play rhyming activities led by an adult	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Extends literacy activities by retelling a story, drawing pictures related to a story, or acting out a story	Initiates literacy activities that relate to classroom experiences or interests	
6 (LLD)	Comprehension of Age-Appropriate Text Child develops capacity to understand details and ideas from age-appropriate text presented by adults	There are no earlier levels for this measure	There are no earlier levels for this measure	Shows interest when attending to books, pictures, or print materials, with an adult	Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	Makes comments or asks questions about text presented in books or the environment	Demonstrates awareness of the way books are handled	Demonstrates understanding that print and symbols carry meaning	Demonstrates understanding of how to follow print on a page of text	
7 (LLD)	Concepts About Print Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning	There are no earlier levels for this measure	Attends to sounds or elements of language	Demonstrates awareness of variations in sounds	Engages actively in play with sounds in words or rhymes, or Sing simple songs, or Repeats simple nursery rhymes	Engages in play with sounds in words or rhymes, or Sing simple songs, or Repeats simple nursery rhymes	Engages in play with sounds in words or rhymes, or Sing simple songs, or Repeats simple nursery rhymes	Engages in play with sounds in words or rhymes, or Sing simple songs, or Repeats simple nursery rhymes	Engages in play with sounds in words or rhymes, or Sing simple songs, or Repeats simple nursery rhymes	
8 (LLD)	Phonological Awareness Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language	There are no earlier levels for this measure	Demonstrates awareness that pictures represent people or things	Demonstrates awareness of a few common simple symbols in the environment	Identifies some letters by name	Identifies some letters by name	Identifies some letters by name	Identifies some letters by name	Identifies some letters by name	
9 (LLD)	Letter and Word Knowledge Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letter make up words	There are no earlier levels for this measure	Demonstrates awareness that pictures represent people or things	Demonstrates awareness that print in English carries meaning	Demonstrates awareness of a few common simple symbols in the environment	Identifies some letters by name	Identifies some letters by name	Identifies some letters by name	Identifies some letters by name	
10 (LLD)	Emerging Writing Child shows increasing ability to write using scribbles, marks, drawings, letters, characters or words to represent meaning	There are no earlier levels for this measure	Makes marks on paper	Makes scribble marks	Makes scribble marks	Makes scribble marks or simple drawings that represent people, things, or events	Makes marks to represent own name or words	Writes several words or a few simple phrases, or clearly recognizable approximations of letters or words	Writes several words or a few simple phrases, or clearly recognizable approximations	

Developmental Domain

English-Language Development (ELD)

Number	Measure & Definition	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
1 (ELD)	Comprehension of English (Receptive English) Child shows increasing progress toward fluency in understanding English	Recognizes a few frequently used words or gestures in the home language and culture in familiar situations	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)	Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines	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	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	Shows understanding of most information and concepts communicated in English for both instructional and social purposes
2 (ELD)	Self-Expression in English (Expressive English) Child shows increasing progress toward fluency in speaking English	Uses a few "first words" or word-like sounds or gestures to communicate in home language	Communicates in home language or nonverbally, or both	Communicates most competently in home language, occasionally using single words or short nonverbal sequences of words in English	Communicates in English, using single words and common phrases (may mix English with home language)	Communicates in English, using sentences that may be incomplete (may contain grammatical errors) and may mix English with home language	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)
3 (ELD)	Understanding and Response to English Literacy Activities Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English	Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language	Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support	Uses home language, gestures, or single words in English to show understanding of literacy activities in English	Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English; often uses actions may mix English with home language	Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (uses actions may mix English with home language)	Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)
4 (ELD)	Symbol, Letter, and Print Knowledge in English Child shows an increasing understanding that print in English carries meaning	Demonstrates awareness that pictures represent people or things	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning	Demonstrates awareness that print in English carries meaning	Demonstrates understanding that English print consists of distinct letters with names in English	Identifies several English letters, and Recognizes own name in English print	Identifies at least ten English letters, and Identifies a few printed words frequently used in English

Developmental Domain

Cognition, Including Math and Science

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (COG)	Spatial Relationships Child increasingly shows understanding of how objects move in space or fit in different spaces	Moves body parts in basic ways	Attends or responds as objects, people, or own body move through space	Explores how self or objects fit in or fill up different spaces	Explores spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space	Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space	There are no later levels for this measure		
2 (COG)	Classification Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes	Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Selects some objects that are similar from a collection of objects	Sorts objects into two groups based on one attribute, but not always accurately	Sorts objects accurately into two or more groups based on one attribute	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	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
3 (COG)	Number Sense of Quantity Child shows developing understanding of number and quantity	Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20

Desired Results Developmental Profile-Preschool® (2015) continued

Developmental Domain

Cognition, Including Math and Science continued

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
4 (COG)	Number Sense of Math Operations Child shows increasing ability to add and subtract small quantities of objects		There are no earlier levels for this measure	Demonstrates awareness of quantity	Manipulates objects and explores the change in the number in a group	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
5 (COG)	Measurement Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties		There are no earlier levels for this measure	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)	Explores how objects differ by properties (e.g., size, length, weight, capacity)	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "smaller") or showing understanding of comparative words	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)	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)
6 (COG)	Patterning Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity		There are no earlier levels for this measure	Notifies and responds to simple repeating sequences	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions	Matches simple sequences that are seen, heard, or experienced	Attempts to create simple repeating patterns (with two elements)	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	Creates, copies, or extends complex patterns (with three or more elements)
7 (COG)	Shapes Child shows an increasing knowledge of shapes and their characteristics		There are no earlier levels for this measure	Explores shapes of objects	Manipulates objects based on shape	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them
8 (COG)	Cause and Effect Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect	Responds or shows anticipatory excitement to people, objects, or actions	Repeats actions that have effects	Tries out different behaviors to cause effects	Searches for possible causes of actions, events, or behaviors	Acts on objects to cause a specific result	Acts in ways that take into account an anticipated result	Offers possible explanations for why certain actions or behaviors result in specific effects	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
9 (COG)	Inquiry Through Observation and Investigation Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them	Responds to people, things, or sounds	Attends to responses of objects and people that result from own actions	Shows interest in people or things in the environment	Engages in simple purposeful explorations of familiar objects in the environment	Engages in sustained explorations	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions	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)	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
10 (COG)	Documentation and Communication of Inquiry Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others		There are no earlier levels for this measure	Identifies objects or events in the environment	Communicates simple observations about objects or events in the environment	Communicates similarities or differences in the characteristics of objects	Records information in simple ways (e.g., drawings, words dictated to an adult) about observations or investigations	Includes details when recording observations or investigations	Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings; and Communicates about findings, related ideas, or simple explanations
11 (COG)	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	Attends to people, objects, or events	Interacts with objects or people	Shows interest in the characteristics of living or nonliving things in the environment	Explores how objects in the natural world will behave or function	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things

Developmental Domain

Physical Development-Health (PD-HLTH)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (PD-HLTH)	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	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment		Demonstrates awareness of major body parts by exploring their movement potential	Tries different ways to coordinate movements of large or small body parts	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
2 (PD-HLTH)	Gross Locomotor Movement Skills Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	Moves in basic and often involuntary ways	Moves two or more body parts together, often with intention	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom	Coordinates movement of whole body while upright, using support	Coordinates basic movements in an upright position without using support	Coordinates movements, in an upright position, that momentarily move whole body off the ground	Coordinates and controls individual locomotor movements, with some success	Combines and coordinates two or more locomotor movements together in effective ways, with some success	Combines a variety of locomotor movements and moves effectively across a range of activities
3 (PD-HLTH)	Gross Motor Manipulative Skills Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)	Moves in basic and often involuntary ways	Uses arms, legs, or body to move toward or reach for people or objects	Uses arms, legs, or body to engage in simple, repeated actions on objects	Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support	Manipulates objects, with limited stability	Manipulates objects, using one or more body parts, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
4 (PD-HLTH)	Fine Motor Manipulative Skills Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	Moves arms or hands in basic ways	Uses arms or hands to make contact with objects in the environment	Grasps objects with entire hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands doing different movements	Manipulates objects, using hands, with strength, accuracy, and coordination	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
5 (PD-HLTH)	Safety Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	Reacts to unpleasant stimulation or events in basic ways	Responds to situations that make child feel unsafe	Seeks to make contact with familiar adult		Follows adults' guidance about basic safety practices	Follows basic safety practices, with close adult supervision	Follows basic safety practices on own in familiar environments, with occasional adult reminders	Applies basic safety practices on own across different situations	Communicates an understanding of some safety practices to others
6 (PD-HLTH)	Personal Care Routines: Hygiene Child increasingly responds to and initiates personal care routines that support hygiene	Responds in basic ways during personal care routines that involve hygiene	Responds in ways that demonstrate awareness of a hygiene routine	Anticipates one or two steps of a hygiene routine		Participates in own hygiene routines, with an adult	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them	Initiates and carries out most steps of familiar hygiene routines on own	Initiates and completes familiar hygiene routines on own
7 (PD-HLTH)	Personal Care Routines: Feeding Child responds to feeding and feeds self with increasing proficiency	Responds in basic ways during feeding	Shows interest in participating in the process of being fed	Feeds self some finger food items		Feeds self some foods using a spoon and cup, sometimes needing help	Feeds self a wide variety of foods using a spoon, fork, and an open cup		Serves self or others by scooping or pouring from containers	Prepares simple foods to serve to self or others
8 (PD-HLTH)	Personal Care Routines: Dressing Child develops and refines ability to participate in and take responsibility for dressing self	Responds in basic ways during dressing	Responds in ways that demonstrate awareness of a dressing routine	Anticipates one or two steps of a dressing routine		Participates with adult in dressing self	Puts on clothing that is simple to manipulate, sometimes with adult assistance		Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)
9 (PD-HLTH)	Active Physical Play Child engages in physical activities with increasing endurance and intensity				Engages in brief instances of physical play	Engages in active physical play for short periods of time	Engages in active physical activities or play for moderate amounts of time	Engages in active physical activities or play for sustained amounts of time	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity	Seeks to engage in active physical activities or play routinely, with increased intensity and duration
10 (PD-HLTH)	Nutrition Child demonstrates increasing knowledge about nutrition and healthful food choices				Shows a preference for several favorite foods	Shows interest in a variety of foods	Recognizes or identifies a variety of foods	Demonstrates knowledge of the characteristics of a variety of foods	Shows awareness that some foods are more healthful than others	Communicates simple explanations about the healthfulness of different food choices

Developmental Domain

History-Social Science (HSS)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (HSS)	Sense of Time Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity		There are no earlier levels for this measure	Participates in the steps of a familiar routine or activity		Anticipates familiar routines, people, activities, or places	Communicates about or acts out events that just happened; and Asks about activities that will happen soon	Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen	Relates past events to one another or to the present; and Plans for the near future	Distinguishes what happened a long time ago from what happened in the recent past, or Distinguishes what will happen in the near future from what will happen much later
2 (HSS)	Sense of Place Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them		There are no earlier levels for this measure	Participates in activities that are related to specific environments		Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)	Recognizes the routes between familiar locations	Communicates about the relative distances between familiar locations, including details about those locations	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them
3 (HSS)	Ecology Child develops an awareness of and concern for the natural world and human influences on it		There are no earlier levels for this measure	Demonstrates awareness of living things in the environment, especially animals		Explores living things in the environment, especially animals	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)	Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)	Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)
4 (HSS)	Conflict Negotiation Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations		There are no earlier levels for this measure	Takes action to get needs or wants met without considering impact on others or self		Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve conflict or reduce distress	Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict	Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict	Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs	Considers the needs and interests of others when there is a conflict, or Attempts to negotiate a compromise
5 (HSS)	Responsible Conduct as a Group Member Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations		There are no earlier levels for this measure	Takes action to get needs or wants met without considering impact on others		Needs specific adult guidance to cooperate with group expectations	Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity	Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end	Follows through with group expectations on own during extended activities	Communicates about group expectations; and Cooperates with others in carrying group expectations

Developmental Domain

Visual and Performing Arts (VPA)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (VPA)	Visual Art Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art		There are no earlier levels for this measure	Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience		Uses tools and materials to approximate basic lines and circle-like shapes (two-dimensional). Uses tools and materials to create basic shapes sculpted shapes (three-dimensional)	Experiments with tools and materials for painting or drawing (two-dimensional), or sculpting or assemblage (three-dimensional), sometimes representing a concrete thing	Creates two-dimensional and three-dimensional representations of things and Experiments with detail or color	Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization	Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization
2 (VPA)	Music Child expresses and creates by making musical sounds, with increasing intentionality and complexity		There are no earlier levels for this measure	Demonstrates interest in musical sounds		Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult prompting)	Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments	Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments	Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)
3 (VPA)	Drama Child increases engagement, skill development, and creative expression in drama		There are no earlier levels for this measure	Demonstrates interest in adult's dramatic portrayal of a character		Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements	Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, or Contributes to dialogue or ideas about a plot in response to adult's suggestions	Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting	Communicates details about a character's emotions or thoughts when contributing to an improvised drama
4 (VPA)	Dance Child develops capacity to respond, express, and create through movement in dance		There are no earlier levels for this measure	Demonstrates interest in others' dance-like movements		Moves body in response to music, rhythms, or others' movements	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues	Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues	Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues	Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music