DRDP-K (2015)

mini measures

© 2021 California Department of Education

DRDP-K (2015)

mini measures

© 2021 California Department of Education

DRDP-K (2015)

mini measures

© 2021 California Department of Education

DRDP-K (2015)

mini measures

© 2021 California Department of Education

This Mini Measures belongs to

_____

© 2021 California Department of Education

This Mini Measures belongs to

_____

© 2021 California Department of Education

This Mini Measures belongs to

_____

© 2021 California Department of Education

This Mini Measures belongs to

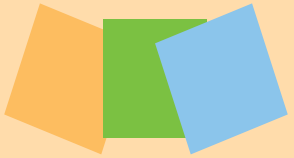
_____

© 2021 California Department of Education

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

© 2021 California Department of Education

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

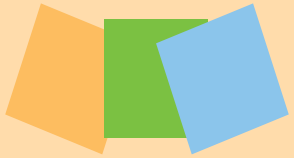


© 2021 California Department of Education

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

© 2021 California Department of Education

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



© 2021 California Department of Education

DRDP-K© (2015) is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.

© 2021 California Department of Education

DRDP-K© (2015) is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.

© 2021 California Department of Education

DRDP-K© (2015) is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.

© 2021 California Department of Education

DRDP-K© (2015) is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.

© 2021 California Department of Education

The 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)

© 2021 California Department of Education

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)

© 2021 California Department of Education

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)

© 2021 California Department of Education

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)

© 2021 California Department of Education

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

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

Measure 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)

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)

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)

Measure 1: Curiosity and Initiative in Learning

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

ATL - REG 1: Curiosity and Initiative in Learning

Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Integrating Middle	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
Integrating Later	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

ATL-REG 1

© 2021 California Department of Education

ATL - REG 1: Curiosity and Initiative in Learning

Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Integrating Middle	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
Integrating Later	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

ATL-REG 1

© 2021 California Department of Education

ATL - REG 1: Curiosity and Initiative in Learning

Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Integrating Middle	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
Integrating Later	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

ATL-REG 1

© 2021 California Department of Education

ATL - REG 1: Curiosity and Initiative in Learning

Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Integrating Middle	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
Integrating Later	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

ATL-REG 1

© 2021 California Department of Education

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

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

ATL - REG 2: Self-Control of Feelings and Behavior

Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Integrating Middle	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
Integrating Later	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success

ATL-REG 2

© 2021 California Department of Education

ATL - REG 2: Self-Control of Feelings and Behavior

Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Integrating Middle	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
Integrating Later	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success

ATL-REG 2

© 2021 California Department of Education

ATL - REG 2: Self-Control of Feelings and Behavior

Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Integrating Middle	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
Integrating Later	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success

ATL-REG 2

© 2021 California Department of Education

ATL - REG 2: Self-Control of Feelings and Behavior

Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Integrating Middle	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
Integrating Later	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success

ATL-REG 2

© 2021 California Department of Education

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

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

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

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

ATL - REG 3 Engagement and Persistence

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

ATL-REG 3

© 2021 California Department of Education

ATL - REG 3 Engagement and Persistence

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

ATL-REG 3

© 2021 California Department of Education

ATL - REG 3 Engagement and Persistence

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

ATL-REG 3

© 2021 California Department of Education

ATL - REG 3 Engagement and Persistence

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

ATL-REG 3

© 2021 California Department of Education

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 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 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 Materials

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

ATL - REG 4: Shared Use of Space and Materials

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

ATL-REG 4

© 2021 California Department of Education

ATL - REG 4: Shared Use of Space and Materials

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

ATL-REG 4

© 2021 California Department of Education

ATL - REG 4: Shared Use of Space and Materials

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

ATL-REG 4

© 2021 California Department of Education

ATL - REG 4: Shared Use of Space and Materials

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

ATL-REG 4

© 2021 California Department of Education

Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain

Social and Emotional Development (SED)

5 Measures

Developmental Domain
Social and Emotional Development (SED)

Measure 1: Identity of Self in 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

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

SED 1: Identity of Self in Relation to Others

Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own prefer-.ences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others
Integrating Middle	Describes and compares self and others using personality characteristics
Integrating Later	Identifies and evaluates strengths and weaknesses by comparing self with others

SED 1

© 2021 California Department of Education

SED 1: Identity of Self in Relation to Others

Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own prefer-.ences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others
Integrating Middle	Describes and compares self and others using personality characteristics
Integrating Later	Identifies and evaluates strengths and weaknesses by comparing self with others

SED 1

© 2021 California Department of Education

SED 1: Identity of Self in Relation to Others

Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own prefer-.ences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others
Integrating Middle	Describes and compares self and others using personality characteristics
Integrating Later	Identifies and evaluates strengths and weaknesses by comparing self with others

SED 1

© 2021 California Department of Education

SED 1: Identity of Self in Relation to Others

Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own prefer-.ences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others
Integrating Middle	Describes and compares self and others using personality characteristics
Integrating Later	Identifies and evaluates strengths and weaknesses by comparing self with others

SED 1

© 2021 California Department of Education

Developmental Domain
Social and Emotional Development (SED)

Measure 2: Social and Emotional Understanding

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

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

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

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

Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Integrating Middle	Compares people's personality traits; and Demonstrates consideration for the thoughts or feelings of others
Integrating Later	Uses understanding of another's personality traits to explain and predict their behavior

SED 2

© 2021 California Department of Education

SED 2: Social and Emotional Understanding

Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Integrating Middle	Compares people's personality traits; and Demonstrates consideration for the thoughts or feelings of others
Integrating Later	Uses understanding of another's personality traits to explain and predict their behavior

SED 2

© 2021 California Department of Education

SED 2: Social and Emotional Understanding

Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Integrating Middle	Compares people's personality traits; and Demonstrates consideration for the thoughts or feelings of others
Integrating Later	Uses understanding of another's personality traits to explain and predict their behavior

SED 2

© 2021 California Department of Education

SED 2: Social and Emotional Understanding

Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Integrating Middle	Compares people's personality traits; and Demonstrates consideration for the thoughts or feelings of others
Integrating Later	Uses understanding of another's personality traits to explain and predict their behavior

SED 2

© 2021 California Department of Education

Developmental Domain
Social and Emotional Development (SED)

Measure 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Developmental Domain
Social and Emotional Development (SED)

Measure 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Developmental Domain
Social and Emotional Development (SED)

Measure 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

Developmental Domain
Social and Emotional Development (SED)

Measure 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

SED 3: Relationships and Social Interactions with Familar Adults

Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

SED 3

© 2021 California Department of Education

SED 3: Relationships and Social Interactions with Familar Adults

Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

SED 3

© 2021 California Department of Education

SED 3: Relationships and Social Interactions with Familar Adults

Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

SED 3

© 2021 California Department of Education

SED 3: Relationships and Social Interactions with Familar Adults

Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

SED 3

© 2021 California Department of Education

Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Emotional Development (SED)

Measure 4: Relationships and Social Interactions with Peers

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

SED 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Integrating Middle	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)
Integrating Later	Explains own feelings, thoughts, and opinions to other children

4 SED

© 2021 California Department of Education

SED 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Integrating Middle	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)
Integrating Later	Explains own feelings, thoughts, and opinions to other children

4 SED

© 2021 California Department of Education

SED 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Integrating Middle	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)
Integrating Later	Explains own feelings, thoughts, and opinions to other children

4 SED

© 2021 California Department of Education

SED 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Integrating Middle	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)
Integrating Later	Explains own feelings, thoughts, and opinions to other children

4 SED

© 2021 California Department of Education

Developmental Domain
Social and Emotional Development (SED)

Measure 5: Symbolic and Sociodramatic Play

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

Developmental Domain
Social and Emotional Development (SED)

Measure 5: Symbolic and Sociodramatic Play

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

Developmental Domain
Social and Emotional Development (SED)

Measure 5: Symbolic and Sociodramatic Play

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

Developmental Domain
Social and Emotional Development (SED)

Measure 5: Symbolic and Sociodramatic Play

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

SED 5: Symbolic and Sociodramatic Play

Building Earlier	Engages in pretend-play sequences
Building Middle	Engages in pretend play with others around a shared idea
Building Later	Engages in roles in pretend-play sequences with others
Integrating Earlier	Engages in pretend- play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
Integrating Middle	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group
Integrating Later	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

SED 5

© 2021 California Department of Education

SED 5: Symbolic and Sociodramatic Play

Building Earlier	Engages in pretend-play sequences
Building Middle	Engages in pretend play with others around a shared idea
Building Later	Engages in roles in pretend-play sequences with others
Integrating Earlier	Engages in pretend- play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
Integrating Middle	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group
Integrating Later	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

SED 5

© 2021 California Department of Education

SED 5: Symbolic and Sociodramatic Play

Building Earlier	Engages in pretend-play sequences
Building Middle	Engages in pretend play with others around a shared idea
Building Later	Engages in roles in pretend-play sequences with others
Integrating Earlier	Engages in pretend- play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
Integrating Middle	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group
Integrating Later	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

SED 5

© 2021 California Department of Education

SED 5: Symbolic and Sociodramatic Play

Building Earlier	Engages in pretend-play sequences
Building Middle	Engages in pretend play with others around a shared idea
Building Later	Engages in roles in pretend-play sequences with others
Integrating Earlier	Engages in pretend- play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
Integrating Middle	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group
Integrating Later	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

SED 5

© 2021 California Department of Education

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

LLD 1: Understanding of Language (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

LLD 1

© 2021 California Department of Education

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

LLD 1

© 2021 California Department of Education

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

LLD 1

© 2021 California Department of Education

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

LLD 1

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

LLD 2: Responsiveness to Language

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or routine
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)

LLD 2

© 2021 California Department of Education

LLD 2: Responsiveness to Language

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or routine
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)

LLD 2

© 2021 California Department of Education

LLD 2: Responsiveness to Language

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or routine
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)

LLD 2

© 2021 California Department of Education

LLD 2: Responsiveness to Language

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or routine
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)

LLD 2

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

LLD 3: Communication and Use of Language (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 posses- sives, 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

LLD 3

© 2021 California Department of Education

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 posses- sives, 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

LLD 3

© 2021 California Department of Education

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 posses- sives, 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

LLD 3

© 2021 California Department of Education

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 posses- sives, 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

LLD 3

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

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

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

LLD 4

© 2021 California Department of Education

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

LLD 4

© 2021 California Department of Education

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

LLD 4

© 2021 California Department of Education

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

LLD 4

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

LLD 5: Interest in Literacy

Building Earlier	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
Integrating Middle	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts
Integrating Later	Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature

LLD 5

© 2021 California Department of Education

LLD 5: Interest in Literacy

Building Earlier	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
Integrating Middle	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts
Integrating Later	Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature

LLD 5

© 2021 California Department of Education

LLD 5: Interest in Literacy

Building Earlier	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
Integrating Middle	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts
Integrating Later	Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature

LLD 5

© 2021 California Department of Education

LLD 5: Interest in Literacy

Building Earlier	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
Integrating Middle	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts
Integrating Later	Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature

LLD 5

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

LLD 6: Comprehension of Age-Appropriate Text

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

LLD 6

© 2021 California Department of Education

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

LLD 6

© 2021 California Department of Education

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

LLD 6

© 2021 California Department of Education

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

LLD 6

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

LLD 7: Concepts About Print

Building Earlier	Demonstrates awareness of the way books are handled
Building Middle	Demonstrates understanding that print and symbols carry meaning
Building Later	Demonstrates understanding of how to follow print on a page of text
Integrating Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
Integrating Middle	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information
Integrating Later	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation

LLD 7

© 2021 California Department of Education

LLD 7: Concepts About Print

Building Earlier	Demonstrates awareness of the way books are handled
Building Middle	Demonstrates understanding that print and symbols carry meaning
Building Later	Demonstrates understanding of how to follow print on a page of text
Integrating Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
Integrating Middle	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information
Integrating Later	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation

LLD 7

© 2021 California Department of Education

LLD 7: Concepts About Print

Building Earlier	Demonstrates awareness of the way books are handled
Building Middle	Demonstrates understanding that print and symbols carry meaning
Building Later	Demonstrates understanding of how to follow print on a page of text
Integrating Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
Integrating Middle	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information
Integrating Later	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation

LLD 7

© 2021 California Department of Education

LLD 7: Concepts About Print

Building Earlier	Demonstrates awareness of the way books are handled
Building Middle	Demonstrates understanding that print and symbols carry meaning
Building Later	Demonstrates understanding of how to follow print on a page of text
Integrating Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
Integrating Middle	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information
Integrating Later	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation

LLD 7

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

LLD 8: Phonological Awareness

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

LLD 8

© 2021 California Department of Education

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

LLD 8

© 2021 California Department of Education

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

LLD 8

© 2021 California Department of Education

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

LLD 8

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

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

LLD 9: Letter and Word Knowledge

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

LLD 9

© 2021 California Department of Education

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

LLD 9

© 2021 California Department of Education

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

LLD 9

© 2021 California Department of Education

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

LLD 9

© 2021 California Department of Education

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

LLD 9

© 2021 California Department of Education

Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

LLD 10: Emergent Writing

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

© 2021 California Department of Education

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

© 2021 California Department of Education

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

© 2021 California Department of Education

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

© 2021 California Department of Education

Developmental Domain

English Language Development

4 Measures

Developmental Domain

English Language Development

4 Measures

Developmental Domain

English Language Development

4 Measures

Developmental Domain

English Language Development

4 Measures

Developmental Domain
English Language Development (ELD)

Measure 1: Comprehension of English (Receptive English)

Child 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)

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

ELD 1: Comprehension of English

Discovering English	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)
Exploring English	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
Developing English	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
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

ELD 1

© 2021 California Department of Education

ELD 1: Comprehension of English

Discovering English	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)
Exploring English	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
Developing English	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
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

ELD 1

© 2021 California Department of Education

ELD 1: Comprehension of English

Discovering English	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)
Exploring English	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
Developing English	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
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

ELD 1

© 2021 California Department of Education

ELD 1: Comprehension of English

Discovering English	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)
Exploring English	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
Developing English	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
Building English	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both
Integrating English	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

ELD 1

© 2021 California Department of Education

Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

Developmental Domain
English Language Development (ELD)

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

Child shows increasing progress toward fluency in speaking English

ELD 2: Self-Expression in English

Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

ELD 2

© 2021 California Department of Education

ELD 2: Self-Expression in English

Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

ELD 2

© 2021 California Department of Education

ELD 2: Self-Expression in English

Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

ELD 2

© 2021 California Department of Education

ELD 2: Self-Expression in English

Discovering English	Communicates in home language or nonverbally, or both
Exploring English	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
Developing English	Communicates in English, using single words and common phrases (may mix English with home language)
Building English	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
Integrating English	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

ELD 2

© 2021 California Department of Education

Developmental Domain
English Language Development (ELD)

Measure 3: Understanding and Response to English Literacy Activities

Child shows an increasing understanding of and response to books, stories, songs, and poems 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 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

ELD 3: Understanding & Response to English Literacy Activities

Discovering English	Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	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
Building English	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
Integrating English	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

ELD 3

© 2021 California Department of Education

ELD 3: Understanding & Response to English Literacy Activities

Discovering English	Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	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
Building English	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
Integrating English	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

ELD 3

© 2021 California Department of Education

ELD 3: Understanding & Response to English Literacy Activities

Discovering English	Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	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
Building English	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
Integrating English	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

ELD 3

© 2021 California Department of Education

ELD 3: Understanding & Response to English Literacy Activities

Discovering English	Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support
Exploring English	Uses home language, gestures, or single words in English to show understanding of literacy activities in English
Developing English	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
Building English	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
Integrating English	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

ELD 3

© 2021 California Department of Education

Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Developmental Domain
English Language Development (ELD)

Measure 4: Symbol, Letter and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

ELD 4: Symbol, Letter and Print Knowledge in English

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

4 ELD

© 2021 California Department of Education

ELD 4: Symbol, Letter and Print Knowledge in English

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

4 ELD

© 2021 California Department of Education

ELD 4: Symbol, Letter and Print Knowledge in English

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

4 ELD

© 2021 California Department of Education

ELD 4: Symbol, Letter and Print Knowledge in English

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

4 ELD

© 2021 California Department of Education

Developmental Domain

Cognition Including Math and Science (COG: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

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more groups based on one attribute
Building Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Integrating Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Integrating Middle	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

1 COG:MATH

© 2021 California Department of Education

COG: MATH 1: Classification

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more groups based on one attribute
Building Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Integrating Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Integrating Middle	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

1 COG:MATH

© 2021 California Department of Education

COG: MATH 1: Classification

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more groups based on one attribute
Building Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Integrating Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Integrating Middle	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

1 COG:MATH

© 2021 California Department of Education

COG: MATH 1: Classification

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more groups based on one attribute
Building Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Integrating Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Integrating Middle	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

1 COG:MATH

© 2021 California Department of Education

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 and quantity

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

Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to- one correspondence; and Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
Integrating Middle	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
Integrating Later	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

COG:MATH 2

© 2021 California Department of Education

COG: MATH 2: Number Sense of Quantity

Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to- one correspondence; and Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
Integrating Middle	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
Integrating Later	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

COG:MATH 2

© 2021 California Department of Education

COG: MATH 2: Number Sense of Quantity

Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to- one correspondence; and Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
Integrating Middle	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
Integrating Later	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

COG:MATH 2

© 2021 California Department of Education

COG: MATH 2: Number Sense of Quantity

Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to- one correspondence; and Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
Integrating Middle	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
Integrating Later	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

COG:MATH 2

© 2021 California Department of Education

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

Building Earlier	Attends to or explores changes in numbers of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Integrating Middle	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)
Integrating Later	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

COG:MATH 3

© 2021 California Department of Education

COG: MATH 3: Number Sense of Math Operations

Building Earlier	Attends to or explores changes in numbers of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Integrating Middle	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)
Integrating Later	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

COG:MATH 3

© 2021 California Department of Education

COG: MATH 3: Number Sense of Math Operations

Building Earlier	Attends to or explores changes in numbers of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Integrating Middle	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)
Integrating Later	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

COG:MATH 3

© 2021 California Department of Education

COG: MATH 3: Number Sense of Math Operations

Building Earlier	Attends to or explores changes in numbers of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Integrating Middle	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)
Integrating Later	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

COG:MATH 3

© 2021 California Department of Education

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

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

COG: MATH 4: Measurement

Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
Integrating Earlier	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)
Integrating Middle	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
Integrating Later	Measures objects (e.g., length, area, volume), using equal- size units, and counting the number of units, avoiding gaps or overlaps between units

COG:MATH 4

© 2021 California Department of Education

COG: MATH 4: Measurement

Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
Integrating Earlier	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)
Integrating Middle	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
Integrating Later	Measures objects (e.g., length, area, volume), using equal- size units, and counting the number of units, avoiding gaps or overlaps between units

COG:MATH 4

© 2021 California Department of Education

COG: MATH 4: Measurement

Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
Integrating Earlier	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)
Integrating Middle	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
Integrating Later	Measures objects (e.g., length, area, volume), using equal- size units, and counting the number of units, avoiding gaps or overlaps between units

COG:MATH 4

© 2021 California Department of Education

COG: MATH 4: Measurement

Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
Integrating Earlier	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)
Integrating Middle	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
Integrating Later	Measures objects (e.g., length, area, volume), using equal- size units, and counting the number of units, avoiding gaps or overlaps between units

COG:MATH 4

© 2021 California Department of Education

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)

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

COG: MATH 5: Patterning

Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)
Integrating Middle	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)
Integrating Later	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

COG:MATH 5

© 2021 California Department of Education

COG: MATH 5: Patterning

Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)
Integrating Middle	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)
Integrating Later	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

COG:MATH 5

© 2021 California Department of Education

COG: MATH 5: Patterning

Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)
Integrating Middle	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)
Integrating Later	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

COG:MATH 5

© 2021 California Department of Education

COG: MATH 5: Patterning

Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)
Integrating Middle	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)
Integrating Later	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

COG:MATH 5

© 2021 California Department of Education

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

Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them
Integrating Middle	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)
Integrating Later	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes

COG:MATH 6

© 2021 California Department of Education

COG: MATH 6: Shapes

Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them
Integrating Middle	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)
Integrating Later	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes

COG:MATH 6

© 2021 California Department of Education

COG: MATH 6: Shapes

Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them
Integrating Middle	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)
Integrating Later	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes

COG:MATH 6

© 2021 California Department of Education

COG: MATH 6: Shapes

Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them
Integrating Middle	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)
Integrating Later	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes

COG:MATH 6

© 2021 California Department of Education

Developmental Domain

Cognition Including Math and Science (COG:SCI)

4 Science Measures

Developmental Domain

Cognition Including Math and Science (COG:SCI)

4 Science Measures

Developmental Domain

Cognition Including Math and Science (COG:SCI)

4 Science Measures

Developmental Domain

Cognition Including Math and Science (COG:SCI)

4 Science Measures

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 1: Cause and Effect

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 1: Cause and Effect

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 1: Cause and Effect

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 1: Cause and Effect

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

COG: SCI 1: Cause and Effect

Building Earlier	Acts on objects to cause a specific result
Building Middle	Acts in ways that take into account an anticipated result
Building Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Integrating Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
Integrating Middle	Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect
Integrating Later	Conducts investigations to gather evidence to support ideas about causes of observable events

COG:SCI 1

© 2021 California Department of Education

COG: SCI 1: Cause and Effect

Building Earlier	Acts on objects to cause a specific result
Building Middle	Acts in ways that take into account an anticipated result
Building Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Integrating Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
Integrating Middle	Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect
Integrating Later	Conducts investigations to gather evidence to support ideas about causes of observable events

COG:SCI 1

© 2021 California Department of Education

COG: SCI 1: Cause and Effect

Building Earlier	Acts on objects to cause a specific result
Building Middle	Acts in ways that take into account an anticipated result
Building Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Integrating Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
Integrating Middle	Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect
Integrating Later	Conducts investigations to gather evidence to support ideas about causes of observable events

COG:SCI 1

© 2021 California Department of Education

COG: SCI 1: Cause and Effect

Building Earlier	Acts on objects to cause a specific result
Building Middle	Acts in ways that take into account an anticipated result
Building Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Integrating Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
Integrating Middle	Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect
Integrating Later	Conducts investigations to gather evidence to support ideas about causes of observable events

COG:SCI 1

© 2021 California Department of Education

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 2: Inquiry Through Observation and Investigation

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 2: Inquiry Through Observation and Investigation

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 2: Inquiry Through Observation and Investigation

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 2: Inquiry Through Observation and Investigation

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

COG: SCI 2: Inquiry Through Observation and Investigation

Building Earlier	Engages in sustained explorations
Building Middle	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions
Building Later	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)
Integrating Earlier	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
Integrating Middle	Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions of interest on scientific topics
Integrating Later	Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics

COG:SCI 2

© 2021 California Department of Education

COG: SCI 2: Inquiry Through Observation and Investigation

Building Earlier	Engages in sustained explorations
Building Middle	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions
Building Later	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)
Integrating Earlier	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
Integrating Middle	Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions of interest on scientific topics
Integrating Later	Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics

COG:SCI 2

© 2021 California Department of Education

COG: SCI 2: Inquiry Through Observation and Investigation

Building Earlier	Engages in sustained explorations
Building Middle	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions
Building Later	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)
Integrating Earlier	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
Integrating Middle	Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions of interest on scientific topics
Integrating Later	Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics

COG:SCI 2

© 2021 California Department of Education

COG: SCI 2: Inquiry Through Observation and Investigation

Building Earlier	Engages in sustained explorations
Building Middle	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions
Building Later	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)
Integrating Earlier	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
Integrating Middle	Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions of interest on scientific topics
Integrating Later	Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics

COG:SCI 2

© 2021 California Department of Education

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 3: 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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 3: 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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 3: 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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 3: 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

COG: SCI 3: Documentation and Communication of Inquiry

Building Earlier	Communicates similarities or differences in the characteristics of objects
Building Middle	Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations
Building Later	Includes details when recording observations or investigations
Integrating Earlier	Participates in recording detailed information by tallying, charting, graphing, making complex drawings; and Communicates about findings, related ideas, or simple explanations
Integrating Middle	Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others
Integrating Later	Constructs thoughtful explanations based on recorded evidence and communicates explanations to others

COG:SCI 3

© 2021 California Department of Education

COG: SCI 3: Documentation and Communication of Inquiry

Building Earlier	Communicates similarities or differences in the characteristics of objects
Building Middle	Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations
Building Later	Includes details when recording observations or investigations
Integrating Earlier	Participates in recording detailed information by tallying, charting, graphing, making complex drawings; and Communicates about findings, related ideas, or simple explanations
Integrating Middle	Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others
Integrating Later	Constructs thoughtful explanations based on recorded evidence and communicates explanations to others

COG:SCI 3

© 2021 California Department of Education

COG: SCI 3: Documentation and Communication of Inquiry

Building Earlier	Communicates similarities or differences in the characteristics of objects
Building Middle	Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations
Building Later	Includes details when recording observations or investigations
Integrating Earlier	Participates in recording detailed information by tallying, charting, graphing, making complex drawings; and Communicates about findings, related ideas, or simple explanations
Integrating Middle	Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others
Integrating Later	Constructs thoughtful explanations based on recorded evidence and communicates explanations to others

COG:SCI 3

© 2021 California Department of Education

COG: SCI 3: Documentation and Communication of Inquiry

Building Earlier	Communicates similarities or differences in the characteristics of objects
Building Middle	Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations
Building Later	Includes details when recording observations or investigations
Integrating Earlier	Participates in recording detailed information by tallying, charting, graphing, making complex drawings; and Communicates about findings, related ideas, or simple explanations
Integrating Middle	Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others
Integrating Later	Constructs thoughtful explanations based on recorded evidence and communicates explanations to others

COG:SCI 3

© 2021 California Department of Education

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 4: Knowledge of the Natural World

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 4: Knowledge of the Natural World

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 4: Knowledge of the Natural World

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

Developmental Domain
Cognition: Science (COG:SCIENCE)

Science Measure 4: Knowledge of the Natural World

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

COG: SCI 4: Knowledge of the Natural World

Building Earlier	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)
Building Middle	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)
Building Later	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)
Integrating Earlier	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)
Integrating Middle	Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and Demonstrates knowledge of the relationship between what living things need to survive and where they live
Integrating Later	Demonstrates knowledge of patterns that can be predicted in living things (e.g., lifecycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)

4 COG:SCI

© 2021 California Department of Education

COG: SCI 4: Knowledge of the Natural World

Building Earlier	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)
Building Middle	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)
Building Later	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)
Integrating Earlier	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)
Integrating Middle	Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and Demonstrates knowledge of the relationship between what living things need to survive and where they live
Integrating Later	Demonstrates knowledge of patterns that can be predicted in living things (e.g., lifecycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)

4 COG:SCI

© 2021 California Department of Education

COG: SCI 4: Knowledge of the Natural World

Building Earlier	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)
Building Middle	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)
Building Later	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)
Integrating Earlier	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)
Integrating Middle	Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and Demonstrates knowledge of the relationship between what living things need to survive and where they live
Integrating Later	Demonstrates knowledge of patterns that can be predicted in living things (e.g., lifecycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)

4 COG:SCI

© 2021 California Department of Education

COG: SCI 4: Knowledge of the Natural World

Building Earlier	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)
Building Middle	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)
Building Later	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)
Integrating Earlier	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)
Integrating Middle	Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and Demonstrates knowledge of the relationship between what living things need to survive and where they live
Integrating Later	Demonstrates knowledge of patterns that can be predicted in living things (e.g., lifecycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)

4 COG:SCI

© 2021 California Department of Education

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 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 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 Movement Concepts

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

1 PD

© 2021 California Department of Education

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

1 PD

© 2021 California Department of Education

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

1 PD

© 2021 California Department of Education

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

1 PD

© 2021 California Department of Education

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

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

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

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

PD 2

© 2021 California Department of Education

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

PD 2

© 2021 California Department of Education

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

PD 2

© 2021 California Department of Education

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

PD 2

© 2021 California Department of Education

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

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)

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

PD 3

© 2021 California Department of Education

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

PD 3

© 2021 California Department of Education

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

PD 3

© 2021 California Department of Education

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

PD 3

© 2021 California Department of Education

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

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

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

© 2021 California Department of Education

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

© 2021 California Department of Education

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

© 2021 California Department of Education

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

© 2021 California Department of Education

Developmental Domain

Health (HLTH)

5 Measures

Developmental Domain

Health (HLTH)

5 Measures

Developmental Domain

Health (HLTH)

5 Measures

Developmental Domain

Health (HLTH)

5 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

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

1 HLTH

© 2021 California Department of Education

HLTH 1: Safety

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

1 HLTH

© 2021 California Department of Education

HLTH 1: Safety

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

1 HLTH

© 2021 California Department of Education

HLTH 1: Safety

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

1 HLTH

© 2021 California Department of Education

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

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

HLTH 2

© 2021 California Department of Education

HLTH 2: Personal Care Routines

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

HLTH 2

© 2021 California Department of Education

HLTH 2: Personal Care Routines

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

HLTH 2

© 2021 California Department of Education

HLTH 2: Personal Care Routines

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

HLTH 2

© 2021 California Department of Education

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

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

3 HLTH

© 2021 California Department of Education

HLTH 3: Active Physical Play

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

3 HLTH

© 2021 California Department of Education

HLTH 3: Active Physical Play

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

3 HLTH

© 2021 California Department of Education

HLTH 3: Active Physical Play

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

3 HLTH

© 2021 California Department of Education

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

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

4 HLTH

© 2021 California Department of Education

HLTH 4: Nutrition

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

4 HLTH

© 2021 California Department of Education

HLTH 4: Nutrition

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

4 HLTH

© 2021 California Department of Education

HLTH 4: Nutrition

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

4 HLTH

© 2021 California Department of Education

Developmental Domain
Health (HLTH)

Measure 5: Knowledge of Wellness

Child shows and communicates increasing knowl-edge of the body and ways to take care of it

Developmental Domain
Health (HLTH)

Measure 5: Knowledge of Wellness

Child shows and communicates increasing knowl-edge of the body and ways to take care of it

Developmental Domain
Health (HLTH)

Measure 5: Knowledge of Wellness

Child shows and communicates increasing knowl-edge of the body and ways to take care of it

Developmental Domain
Health (HLTH)

Measure 5: Knowledge of Wellness

Child shows and communicates increasing knowl-edge of the body and ways to take care of it

HLTH 5: Knowledge of Wellness

Building Earlier	Identifies different body parts
Building Middle	Demonstrates basic understanding about the body's need for care
Building Later	Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy
Integrating Earlier	Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy
Integrating Middle	Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health
Integrating Later	Communicates detailed understanding about the causes of health and illness as it relates to internal body parts and functions

5 HLTH

© 2021 California Department of Education

HLTH 5: Knowledge of Wellness

Building Earlier	Identifies different body parts
Building Middle	Demonstrates basic understanding about the body's need for care
Building Later	Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy
Integrating Earlier	Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy
Integrating Middle	Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health
Integrating Later	Communicates detailed understanding about the causes of health and illness as it relates to internal body parts and functions

5 HLTH

© 2021 California Department of Education

HLTH 5: Knowledge of Wellness

Building Earlier	Identifies different body parts
Building Middle	Demonstrates basic understanding about the body's need for care
Building Later	Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy
Integrating Earlier	Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy
Integrating Middle	Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health
Integrating Later	Communicates detailed understanding about the causes of health and illness as it relates to internal body parts and functions

5 HLTH

© 2021 California Department of Education

HLTH 5: Knowledge of Wellness

Building Earlier	Identifies different body parts
Building Middle	Demonstrates basic understanding about the body's need for care
Building Later	Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy
Integrating Earlier	Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy
Integrating Middle	Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health
Integrating Later	Communicates detailed understanding about the causes of health and illness as it relates to internal body parts and functions

5 HLTH

© 2021 California Department of Education

Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain

History - Social Science (HSS)

5 Measures

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

Developmental Domain
History-Social Science (HSS)

Measure 1: Sense of Time

Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity

HSS 1: Sense of Time

Building Earlier	Communicates about or acts out events that just happened; and Asks about activities that will happen soon
Building Middle	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
Building Later	Relates past events to one another or to the present; and Plans for the near future
Integrating Earlier	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
Integrating Middle	Anticipates events in the weekly schedule, or Describes the way things were in own past, or Predicts future events related to personal experience, or Describes age differences among people (such as family members)
Integrating Later	Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future

1 HSS

© 2021 California Department of Education

HSS 1: Sense of Time

Building Earlier	Communicates about or acts out events that just happened; and Asks about activities that will happen soon
Building Middle	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
Building Later	Relates past events to one another or to the present; and Plans for the near future
Integrating Earlier	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
Integrating Middle	Anticipates events in the weekly schedule, or Describes the way things were in own past, or Predicts future events related to personal experience, or Describes age differences among people (such as family members)
Integrating Later	Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future

1 HSS

© 2021 California Department of Education

HSS 1: Sense of Time

Building Earlier	Communicates about or acts out events that just happened; and Asks about activities that will happen soon
Building Middle	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
Building Later	Relates past events to one another or to the present; and Plans for the near future
Integrating Earlier	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
Integrating Middle	Anticipates events in the weekly schedule, or Describes the way things were in own past, or Predicts future events related to personal experience, or Describes age differences among people (such as family members)
Integrating Later	Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future

1 HSS

© 2021 California Department of Education

HSS 1: Sense of Time

Building Earlier	Communicates about or acts out events that just happened; and Asks about activities that will happen soon
Building Middle	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
Building Later	Relates past events to one another or to the present; and Plans for the near future
Integrating Earlier	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
Integrating Middle	Anticipates events in the weekly schedule, or Describes the way things were in own past, or Predicts future events related to personal experience, or Describes age differences among people (such as family members)
Integrating Later	Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future

1 HSS

© 2021 California Department of Education

Developmental Domain
History-Social Science (HSS)

Measure 2: 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

Developmental Domain
History-Social Science (HSS)

Measure 2: 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

Developmental Domain
History-Social Science (HSS)

Measure 2: 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

Developmental Domain
History-Social Science (HSS)

Measure 2: 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

HSS 2: Sense of Place

Building Earlier	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)
Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them
Integrating Middle	Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations
Integrating Later	Uses simple maps and globes with adult assistance; and Draws maps to represent familiar environments

HSS 2

© 2021 California Department of Education

HSS 2: Sense of Place

Building Earlier	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)
Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them
Integrating Middle	Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations
Integrating Later	Uses simple maps and globes with adult assistance; and Draws maps to represent familiar environments

HSS 2

© 2021 California Department of Education

HSS 2: Sense of Place

Building Earlier	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)
Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them
Integrating Middle	Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations
Integrating Later	Uses simple maps and globes with adult assistance; and Draws maps to represent familiar environments

HSS 2

© 2021 California Department of Education

HSS 2: Sense of Place

Building Earlier	Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)
Building Middle	Recognizes the routes between familiar locations
Building Later	Communicates about the relative distances between familiar locations, including details about those locations
Integrating Earlier	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them
Integrating Middle	Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations
Integrating Later	Uses simple maps and globes with adult assistance; and Draws maps to represent familiar environments

HSS 2

© 2021 California Department of Education

Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

Developmental Domain
History-Social Science (HSS)

Measure 3: Ecology

Child develops an awareness of and concern for the natural world and human influences on it

HSS 3: Ecology

Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	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)
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)
Integrating Earlier	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)
Integrating Middle	Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)
Integrating Later	Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)

HSS 3

© 2021 California Department of Education

HSS 3: Ecology

Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	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)
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)
Integrating Earlier	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)
Integrating Middle	Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)
Integrating Later	Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)

HSS 3

© 2021 California Department of Education

HSS 3: Ecology

Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	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)
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)
Integrating Earlier	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)
Integrating Middle	Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)
Integrating Later	Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)

HSS 3

© 2021 California Department of Education

HSS 3: Ecology

Building Earlier	Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)
Building Middle	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)
Building Later	Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)
Integrating Earlier	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)
Integrating Middle	Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)
Integrating Later	Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)

HSS 3

© 2021 California Department of Education

Developmental Domain
History-Social Science (HSS)

Measure 4: 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

Developmental Domain
History-Social Science (HSS)

Measure 4: 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

Developmental Domain
History-Social Science (HSS)

Measure 4: 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

Developmental Domain
History-Social Science (HSS)

Measure 4: 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

HSS 4: Conflict Negotation

Building Earlier	Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict
Building Middle	Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict or Attempts to negotiate a compromise
Integrating Middle	Proposes, negotiates, and carries out solutions to conflicts without adult assistance
Integrating Later	Anticipates and avoids potential conflicts, especially when interacting with friends

4 HSS

© 2021 California Department of Education

HSS 4: Conflict Negotation

Building Earlier	Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict
Building Middle	Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict or Attempts to negotiate a compromise
Integrating Middle	Proposes, negotiates, and carries out solutions to conflicts without adult assistance
Integrating Later	Anticipates and avoids potential conflicts, especially when interacting with friends

4 HSS

© 2021 California Department of Education

HSS 4: Conflict Negotation

Building Earlier	Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict
Building Middle	Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict or Attempts to negotiate a compromise
Integrating Middle	Proposes, negotiates, and carries out solutions to conflicts without adult assistance
Integrating Later	Anticipates and avoids potential conflicts, especially when interacting with friends

4 HSS

© 2021 California Department of Education

HSS 4: Conflict Negotation

Building Earlier	Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict
Building Middle	Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict
Building Later	Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs
Integrating Earlier	Considers the needs and interests of others when there is a conflict or Attempts to negotiate a compromise
Integrating Middle	Proposes, negotiates, and carries out solutions to conflicts without adult assistance
Integrating Later	Anticipates and avoids potential conflicts, especially when interacting with friends

4 HSS

© 2021 California Department of Education

Developmental Domain
History-Social Science (HSS)

Measure 5: 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 accept able manner and regulating behavior according to group expectations

Developmental Domain
History-Social Science (HSS)

Measure 5: 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 accept able manner and regulating behavior according to group expectations

Developmental Domain
History-Social Science (HSS)

Measure 5: 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 accept able manner and regulating behavior according to group expectations

Developmental Domain
History-Social Science (HSS)

Measure 5: 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 accept able manner and regulating behavior according to group expectations

HSS 5: Responsible Conduct as Group Members

Building Earlier	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
Building Middle	Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end
Building Later	Follows through with group expectations during extended activities, on own most of the time
Integrating Earlier	Communicates about group expectations; and Cooperates with others in carrying group expectations
Integrating Middle	Participates in making new group expectations; and Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair
Integrating Later	Demonstrates understanding that group expectations are to ensure people's welfare

HSS 5

© 2021 California Department of Education

HSS 5: Responsible Conduct as Group Members

Building Earlier	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
Building Middle	Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end
Building Later	Follows through with group expectations during extended activities, on own most of the time
Integrating Earlier	Communicates about group expectations; and Cooperates with others in carrying group expectations
Integrating Middle	Participates in making new group expectations; and Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair
Integrating Later	Demonstrates understanding that group expectations are to ensure people's welfare

HSS 5

© 2021 California Department of Education

HSS 5: Responsible Conduct as Group Members

Building Earlier	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
Building Middle	Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end
Building Later	Follows through with group expectations during extended activities, on own most of the time
Integrating Earlier	Communicates about group expectations; and Cooperates with others in carrying group expectations
Integrating Middle	Participates in making new group expectations; and Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair
Integrating Later	Demonstrates understanding that group expectations are to ensure people's welfare

HSS 5

© 2021 California Department of Education

HSS 5: Responsible Conduct as Group Members

Building Earlier	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
Building Middle	Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end
Building Later	Follows through with group expectations during extended activities, on own most of the time
Integrating Earlier	Communicates about group expectations; and Cooperates with others in carrying group expectations
Integrating Middle	Participates in making new group expectations; and Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair
Integrating Later	Demonstrates understanding that group expectations are to ensure people's welfare

HSS 5

© 2021 California Department of Education

Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain

Visual and Performing Arts (VPA)

4 Measures

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

Developmental Domain
Visual and Performing Arts (VPA)

Measure 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

VPA 1: Visual Art

Building Earlier	Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage1 (three- dimensional), sometimes representing a concrete thing
Building Middle	Creates two-dimensional and three-dimensional representations of things; and Experiments with detail or color
Building Later	Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization
Integrating Earlier	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
Integrating Middle	Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented
Integrating Later	Manipulates tools in skillful ways when creating two- dimensional and three- dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); and Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment

VPA 1

© 2021 California Department of Education

VPA 1: Visual Art

Building Earlier	Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage1 (three- dimensional), sometimes representing a concrete thing
Building Middle	Creates two-dimensional and three-dimensional representations of things; and Experiments with detail or color
Building Later	Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization
Integrating Earlier	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
Integrating Middle	Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented
Integrating Later	Manipulates tools in skillful ways when creating two- dimensional and three- dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); and Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment

VPA 1

© 2021 California Department of Education

VPA 1: Visual Art

Building Earlier	Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage1 (three- dimensional), sometimes representing a concrete thing
Building Middle	Creates two-dimensional and three-dimensional representations of things; and Experiments with detail or color
Building Later	Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization
Integrating Earlier	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
Integrating Middle	Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented
Integrating Later	Manipulates tools in skillful ways when creating two- dimensional and three- dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); and Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment

VPA 1

© 2021 California Department of Education

VPA 1: Visual Art

Building Earlier	Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage1 (three- dimensional), sometimes representing a concrete thing
Building Middle	Creates two-dimensional and three-dimensional representations of things; and Experiments with detail or color
Building Later	Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization
Integrating Earlier	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
Integrating Middle	Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented
Integrating Later	Manipulates tools in skillful ways when creating two- dimensional and three- dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); and Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment

VPA 1

© 2021 California Department of Education

Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Developmental Domain
Visual and Performing Arts (VPA)

Measure 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

VPA 2: Music

Building Earlier	Engages in brief initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements
Integrating Middlle	Creates sound through instruments, voice, or with objects independently, or, Demonstrates understanding of how and where music is used within everyday life experiences
Integrating Later	Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects, or, Identifies details in music heard or constructed

VPA 2

© 2021 California Department of Education

VPA 2: Music

Building Earlier	Engages in brief initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements
Integrating Middlle	Creates sound through instruments, voice, or with objects independently, or, Demonstrates understanding of how and where music is used within everyday life experiences
Integrating Later	Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects, or, Identifies details in music heard or constructed

VPA 2

© 2021 California Department of Education

VPA 2: Music

Building Earlier	Engages in brief initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements
Integrating Middlle	Creates sound through instruments, voice, or with objects independently, or, Demonstrates understanding of how and where music is used within everyday life experiences
Integrating Later	Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects, or, Identifies details in music heard or constructed

VPA 2

© 2021 California Department of Education

VPA 2: Music

Building Earlier	Engages in brief initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Middle	Engages in extended initiated segments of musical activities, by making musical sounds using voice, body, or instruments
Building Later	Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments
Integrating Earlier	Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements
Integrating Middlle	Creates sound through instruments, voice, or with objects independently, or, Demonstrates understanding of how and where music is used within everyday life experiences
Integrating Later	Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects, or, Identifies details in music heard or constructed

VPA 2

© 2021 California Department of Education

Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

Developmental Domain
Visual and Performing Arts (VPA)

Measure 3: Drama

Child increases engagement, skill development, and creative expression in drama

VPA 3: Drama

Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	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
Building Later	Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama
Integrating Middlle	Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting or Seeks to refine body, voice, and facial expressions related to character portrayal
Integrating Later	Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting

VPA 3

© 2021 California Department of Education

VPA 3: Drama

Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	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
Building Later	Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama
Integrating Middlle	Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting or Seeks to refine body, voice, and facial expressions related to character portrayal
Integrating Later	Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting

VPA 3

© 2021 California Department of Education

VPA 3: Drama

Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	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
Building Later	Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama
Integrating Middlle	Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting or Seeks to refine body, voice, and facial expressions related to character portrayal
Integrating Later	Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting

VPA 3

© 2021 California Department of Education

VPA 3: Drama

Building Earlier	Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
Building Middle	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
Building Later	Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting
Integrating Earlier	Communicates details about a character's emotions or thoughts when contributing to an improvised drama
Integrating Middlle	Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting or Seeks to refine body, voice, and facial expressions related to character portrayal
Integrating Later	Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting

VPA 3

© 2021 California Department of Education

Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

Developmental Domain
Visual and Performing Arts (VPA)

Measure 4: Dance

Child develops capacity to respond, express, and create through movement in dance

VPA 4: Dance

Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues
Building Later	Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	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
Integrating Middlle	Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle; and Uses dance language when reflecting on a dance during an adult- led discussion
Integrating Later	Creates an improvised dance by coordinating varying qualities of movements throughout all phases (beginning, middle, end); and Initiates using dance language to describe dance movements

4 VPA

© 2021 California Department of Education

VPA 4: Dance

Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues
Building Later	Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	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
Integrating Middlle	Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle; and Uses dance language when reflecting on a dance during an adult- led discussion
Integrating Later	Creates an improvised dance by coordinating varying qualities of movements throughout all phases (beginning, middle, end); and Initiates using dance language to describe dance movements

4 VPA

© 2021 California Department of Education

VPA 4: Dance

Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues
Building Later	Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	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
Integrating Middlle	Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle; and Uses dance language when reflecting on a dance during an adult- led discussion
Integrating Later	Creates an improvised dance by coordinating varying qualities of movements throughout all phases (beginning, middle, end); and Initiates using dance language to describe dance movements

4 VPA

© 2021 California Department of Education

VPA 4: Dance

Building Earlier	Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues
Building Middle	Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues
Building Later	Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues
Integrating Earlier	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
Integrating Middlle	Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle; and Uses dance language when reflecting on a dance during an adult- led discussion
Integrating Later	Creates an improvised dance by coordinating varying qualities of movements throughout all phases (beginning, middle, end); and Initiates using dance language to describe dance movements

4 VPA

© 2021 California Department of Education

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

Discovering Spanish	Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines
Exploring Spanish	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
Developing Spanish	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
Building Spanish	Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions
Integrating Spanish	hows understanding that Spanish words and phrases can have different meanings depending on the context

SPAN 1

© 2021 California Department of Education

SPAN 1: Language Comprehension in Spanish

Discovering Spanish	Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines
Exploring Spanish	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
Developing Spanish	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
Building Spanish	Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions
Integrating Spanish	hows understanding that Spanish words and phrases can have different meanings depending on the context

SPAN 1

© 2021 California Department of Education

SPAN 1: Language Comprehension in Spanish

Discovering Spanish	Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines
Exploring Spanish	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
Developing Spanish	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
Building Spanish	Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions
Integrating Spanish	hows understanding that Spanish words and phrases can have different meanings depending on the context

SPAN 1

© 2021 California Department of Education

SPAN 1: Language Comprehension in Spanish

Discovering Spanish	Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines
Exploring Spanish	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
Developing Spanish	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
Building Spanish	Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions
Integrating Spanish	hows understanding that Spanish words and phrases can have different meanings depending on the context

SPAN 1

© 2021 California Department of Education

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

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

SPAN 2

© 2021 California Department of Education

SPAN 2: Language Production in Spanish

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

SPAN 2

© 2021 California Department of Education

SPAN 2: Language Production in Spanish

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

SPAN 2

© 2021 California Department of Education

SPAN 2: Language Production in Spanish

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

SPAN 2

© 2021 California Department of Education

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 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

SPAN 3: Phonological Awareness in Spanish

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

SPAN 3

© 2021 California Department of Education

SPAN 3: Phonological Awareness in Spanish

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

SPAN 3

© 2021 California Department of Education

SPAN 3: Phonological Awareness in Spanish

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

SPAN 3

© 2021 California Department of Education

SPAN 3: Phonological Awareness in Spanish

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

SPAN 3

© 2021 California Department of Education

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

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

SPAN 4

© 2021 California Department of Education

SPAN 4: Emergent Writing in Spanish

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

SPAN 4

© 2021 California Department of Education

SPAN 4: Emergent Writing in Spanish

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

SPAN 4

© 2021 California Department of Education

SPAN 4: Emergent Writing in Spanish

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

SPAN 4

© 2021 California Department of Education