The DRDP (2015) DRAFT Version, was developed by the California Department of Education, Early Education and Support Division and Special Education Division, with assistance from:
Berkeley Evaluation and Assessment Research Center, University of California, Berkeley
Desired Results access Project, Napa County Office of Education
Desired Results Training and Technical Assistance Project, WestEd’s Center for Child and Family Studies

The DRDP (2015) is available at the California Department of Education Website at www.cde.ca.gov/sp/cd/ci/drdpforms.asp

For more information

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Desired Results Training and Technical Assistance
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**Introduction to the DRDP (2015)**

Welcome to the Desired Results Developmental Profile (2015) [DRDP (2015)]; A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is formative assessment instrument developed by the California Department of Education for young children and their families to be used to inform instruction and program development.

The DRDP (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education’s Early Learning and Development Foundations.

**Key Features of the DRDP (2015):**

- The DRDP (2015) is administered through observation in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.
- The DRDP (2015) replaces the DRDP-Infant/Toddler© (2010), the DRDP-Preschool© (2010), and the DRDP access assessment instruments.
- The DRDP (2015) represents a full continuum of development for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- The DRDP (2015) is aligned with all volumes of the California’s Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework.
- The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California’s diverse population of young children, with specific consideration for children who are young dual language learners (see section below).
- The DRDP (2015) was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of universal design were followed.
- The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with individualized family service plans (IFSPs) or individualized education programs (IEPs).

**Information about Selected Key Features**

Three of these key features: (1) consideration of young children who are dual language learners, (2) universal design and adaptations for children with IFSPs and IEPs, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help teachers and service providers better understand and rate the measures of the DRDP (2015).

**Young Dual Language Learners and the DRDP (2015)**

Dual language learners are children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. A child's experience with one or more languages is an asset to build on in the early childhood setting. It is critical to consider the child's communication in all the languages that he or she is learning to have an accurate picture of a child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages. There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language. So it is important to assess children in all of the languages he or she understands and uses. The DRDP (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Assessors observe and document children's behavior in both the home language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains.

2. Assessors rate children's progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills where ratings should be based on skills in all languages. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

**Universal Design and the DRDP (2015)**

In the context of assessment, “Universal Design” refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in, age-appropriate, individually-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.
In the context of assessment, adaptations are changes in the environment or differences in observed behavior that allow children with Individualized Family Service Plans (IFSPs) or Individualized Education Plans (IEPs) to demonstrate their knowledge and skills in their typical environments. Adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP (2015). New adaptations should not be introduced solely for the purpose of conducting an assessment. Seven broad categories of adaptations are used with the DRDP (2015).

### About the Measures of the DRDP (2015)

The levels for each DRDP (2015) measure describe a developmental continuum, ranging from earlier developing to later developing competencies. The DRDP (2015) includes three types of continua:

- **Full Continuum Measures**: describe development from early infancy up to kindergarten entry. These measures should be used with all infants, toddlers, and preschool-age children.
- **Earlier Development Measures**: describe development that typically occurs from early infancy through early preschool ages. These measures should be used with all infants and toddlers and with preschool-age children under specific conditions.
- **Later Development Measures**: describe development that typically occurs from early preschool ages up to kindergarten entry. These measures should be used with all preschool-age children.

### Use of Conditional Measures

Some measures in the DRDP Preschool View are considered conditional measures that are assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child’s learning activities and supports, and documenting progress.

- If conditional measures are assessed, supporting observational data are required for children in EESD programs. If conditional measures are not assessed, no supporting observational data are required.
- Supporting observational data are not required for data submission for children receiving early intervention or special education preschool services.

### The Eight Domains of the DRDP (2015)

The DRDP (2015) is made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain’s developmental constructs.

- **Approaches to Learning-Self-Regulation (ATL-REG)** The ATL-REG domain assesses two related developmental domains that are recognized as important for young children’s school readiness and success: Approaches to Learning and Self-Regulation. These areas have been combined into one domain because of the strong connections between them. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.
- **Social and Emotional Development (SED)** The SED domain assesses children’s developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and socio-dramatic play.
- **Language and Literacy Development (LLD)** The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. The LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners. Language and literacy skills in a child’s first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners.
- **English-Language Development (ELD)** The ELD domain assesses preschool-age dual language learners’ progress in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child’s experiences with English, not the child’s age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home language, and the child’s motivation to learn English. The ELD measures should be completed only for preschool-age children whose home language is other than English.
- **Cognition, Including Math and Science (COG)** The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include spatial relationships, cause and effect, classification, number sense of quantity, number sense of math operations, measurement, patterning, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.
- **Physical Development-Health (PD-HLTH)** The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, active physical play, nutrition, safety, and personal care routines (hygiene, self-feeding, dressing).
- **History-Social Science (HSS)** The HSS domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.
- **Visual and Performing Arts (VPA)** The VPA domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.
### Measure Conditions Under Which to Assess

<table>
<thead>
<tr>
<th>Earlier Development Measures</th>
<th>English-Language Development Measures</th>
<th>Physical Development and Health Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ATL-REG 1: Attention Maintenance</td>
<td></td>
<td></td>
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<tr>
<td>• ATL-REG 2: Self-Comforting</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>• COG 1: Spatial Relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Required for all infants and toddlers
- Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports
- If useful, select any or all of these four measures to assess

- ELD 1: Comprehension of English (Receptive English)
- ELD 2: Self-Expression in English (Expressive English)
- ELD 3: Understanding and Response to English Literacy Activities
- ELD 4: Symbol, Letter, and Print Knowledge in English

- Used if a language other than English is spoken in the child's home as indicated on the Child Information Page
- Used only with preschool children
- If rated, complete all of the measures in the ELD domain*

- PD-HLTH 7: Personal Care Routines: Feeding
- PD-HLTH 8: Personal Care Routines: Dressing

- Required for all infants and toddlers
- Required for preschool-aged children with IEPs
- Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports
- If useful, select either or both of these measures to assess

### The Developmental Levels

The number of levels in a measure varies, depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: responding, exploring, building, and integrating:

**Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

**Exploring (Earlier, Middle, Later)** Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

**Building (Earlier, Middle, Later)** Knowledge, skills, or behaviors that demonstrate a growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

**Integrating (Earlier)** Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

*Be sure to note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.*
Definitions of Terms in the Navigation Maps

**Developmental Domain:** A crucial area of learning and development for children.

**Measure:** The developmental continuum along which a child’s observed behavior is assessed. Measures are the individual assessment items in the DRDP.

- **Full Continuum Measure:** Describes development from early infancy to early kindergarten.
- **Early Development Measure:** Describes development that typically occurs in infant/toddler and early preschool years.
- **Later Development Measure:** Describes development that typically occurs in the preschool years and early kindergarten.

**Definition:** Specifies the aspects of development to be observed.

**Developmental Level:** A point along a development progression for a particular measure that ranges from earlier to later levels of development.

**Descriptor:** A description that defines the behaviors that would be observed for a child at that developmental level.

**Example:** Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP are not the only way a child can demonstrate mastery of a developmental level.

### Example of a Full Continuum Measure

**Developmental Domain:** PD-HLTH 2 - Gross Locomotor Movement Skills

**Measure:** Mark the latest developmental level the child has mastered:

**Example of an Earlier Developmental Measure**

- **Descriptors:** Examples of an Earlier Developmental Measure
  - **Examples:**
    - **Examples:**
      - Turns head and reaches for toys.
      - Rolls from stomach to back in flexed position.
      - Turns head and reaches for toy.
      - Turns head and reaches for objects.
      - Turns head and reaches for toy.
      - Turns head and reaches for toys.

- **Definition:** Example of an Earlier Developmental Measure
  - **Examples:**
    - **Examples:**
      - Turns head and reaches for toys.
      - Rolls from stomach to back in flexed position.
      - Turns head and reaches for toy.
      - Turns head and reaches for objects.
      - Turns head and reaches for toy.
      - Turns head and reaches for toys.

### Example of a Later Developmental Measure

**Developmental Domain:** PD-HLTH 2 - Gross Locomotor Movement Skills

**Measure:** Mark the latest developmental level the child has mastered:

**Example of a Later Developmental Measure**

- **Descriptors:** Examples of a Later Developmental Measure
  - **Examples:**
    - Hops with two feet
    - Crouches down and reaches for a toy
    - Moves from lying on back to sitting
    - Walks forward

- **Definition:** Example of a Later Developmental Measure
  - **Examples:**
    - Hops with two feet
    - Crouches down and reaches for a toy
    - Moves from lying on back to sitting
    - Walks forward
The 3 Steps to Completing the DRDP (2015)

Step 1: Observation and Documentation

The DRDP (2015) focuses on the child’s behavior, knowledge, and skills. To capture a child’s behavior, the DRDP (2015) incorporates observation in natural settings.

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including in the child’s home language, signed, and through other communication modes (e.g., via a communication device). Teachers and service providers direct observations of a child are the primary method used to inform ratings and should also use other sources of evidence to capture a more complete picture of a child’s knowledge and skills:

- Observations by others – including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations
- Other documentation – including samples of children’s work, photographs, and video/audio recordings of children’s communication and behavior

Observations should occur over time, in typical settings:

- In the child's typical program or settings such as child care, classrooms, or home;
- As the child engages in typical activities and routines with people he or she knows; and
- As the child engages in interactions with familiar adults.

The Important Role of Families in the Documentation Process

Family members have many opportunities to observe their child’s activities, interactions, and learning over time and in a range of situations. Their perspectives, combined with teachers’ and service providers’ observations, provide a more complete and reliable picture of a child’s typical behaviors. Inviting family members to share observations of their child’s development and behavior is a recommended practice for the DRDP (2015). The opportunity to observe a child’s level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe children interacting with family members. This is especially true for children who are new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Dual Language Learners’ Use of Code Switching

Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.

Using Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs or IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IFSPs and IEPs for the DRDP (2015).

- The adaptations listed in the table below have been developed so that the assessment will more accurately measure a child’s abilities rather than the impact of a child’s disability. A more detailed description of the adaptations appears in Appendix. Adaptations must be in place for the child during the normal course of the day, and should also be in place during observations for the DRDP (2015). Everyone working with the child should be informed of any adaptations the child uses.

Observation and Documentation for Young Dual Language Learners

Family members have many opportunities to observe their child’s activities, interactions, and learning over time and in a range of situations. Their perspectives, combined with
Seven Categories of Adaptations

Augmentative or Alternative Communication System
Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.

Alternative Mode for Written Language
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.

Visual Support
 Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

Assistive Equipment or Device
Tools that make it possible or easier for a child to perform a task.

Functional Positioning
Strategic positioning and postural support that allow a child to have increased control of his body.

Sensory Support
Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

Alternative Response Mode
Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child's typically developing peers.

⇒ Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery
For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately.

The Descriptors and Examples
Consider the descriptors first, and then the examples to determine which developmental level is most consistent with your observations and other documentation of the child's typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child demonstrates most consistently.

Descriptors:
The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Map). Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some include more than one behavior or skill, separated by "or" or a semicolon (;).

If the descriptor says "or":
- The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.
  
  For example, descriptor for Exploring Later in the LLD 5: Interest in Literacy measure:

  Looks at books on own briefly or Chooses to join reading, singing, or rhyming activities led by an adult

  If the child EITHER looks at books on own briefly OR chooses to join reading, singing, or rhyming activities led by an adult, mastery can be rated at this level.

If a descriptor includes "and":
- All parts of the descriptor are required for mastery and need to be observed together.

If a descriptor includes a semi-colon (;) followed by "and":
- The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

  For example, descriptor for Exploring Later in the LLD 5: Interest in Literacy measure:

  Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults

  To be rated as mastered at this level, the child must BOTH initiate activities with familiar adults AND seek out assistance or support from familiar adults, although the assessor does not have to observe both behaviors during the same observation within a DRDP rating period.
### Rating Conditional Measures

If you are using the conditional measures, you will mark them on the DRDP according to the following guidance:

<table>
<thead>
<tr>
<th>Measure</th>
<th>How to Mark the DRDP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier Development Measures</strong></td>
<td></td>
</tr>
<tr>
<td>ATL-REG 1: Attention Maintenance</td>
<td>If the measure is rated, determine the child's latest level of mastery and mark</td>
</tr>
<tr>
<td>ATL-REG 2: Self-Comforting</td>
<td>If the measure is not rated, mark the box, &quot;This measure is not rated because it is not used for documenting progress or planning this child’s learning activities and supports&quot;</td>
</tr>
<tr>
<td>ATL-REG 3: Imitation</td>
<td></td>
</tr>
<tr>
<td>COG 1: Spatial Relationships</td>
<td></td>
</tr>
<tr>
<td><strong>English-Language Development Measures</strong></td>
<td></td>
</tr>
<tr>
<td>ELD 1: Comprehension of English (Receptive English)</td>
<td>If these measures are rated:</td>
</tr>
<tr>
<td>ELD 2: Self-Expression in English (Expressive English)</td>
<td>· Check the box on the Information Page about the child’s home language</td>
</tr>
<tr>
<td>ELD 3: Understanding and Response to English Literacy Activities</td>
<td>· Determine the latest level of mastery for each measure and mark</td>
</tr>
<tr>
<td>ELD 4: Symbol, Letter, and Print Knowledge in English</td>
<td>· If these measures are not rated, leave them blank</td>
</tr>
<tr>
<td><strong>Physical Development and Health Measures</strong></td>
<td></td>
</tr>
<tr>
<td>PD-HLTH 7: Personal Care Routines: Feeding</td>
<td>If these measures are rated, determine the level of mastery and mark</td>
</tr>
<tr>
<td>PD-HLTH 8: Personal Care Routines: Dressing</td>
<td>If these measures are not rated, check the box, &quot;This measure is not rated because it is not used for documenting progress or planning this child’s learning activities and supports&quot;</td>
</tr>
<tr>
<td></td>
<td>Complete all the other PD-HLTH measures for all children</td>
</tr>
</tbody>
</table>
Notes about Emerging:

- You may mark “emerging” when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
- Do not mark “emerging” if the child has mastered the last level on a measure or if the child does not yet demonstrate mastery of the earliest level.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

To indicate emerging:

- First, mark the developmental level the child has mastered.
- Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.

Child is Not Yet at the Earliest Developmental Level on this Measure:
If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark “Not yet at the earliest developmental level” and provide the reason in the text box at the bottom of the measure page.

Child is Beyond the Latest Developmental Level on this Measure:
If a preschool-age child has mastered a later level than is shown on an earlier development measure, mark, “Child is beyond the latest developmental level.”

Unable to Rate due to extended absence:

- Unable to Rate should rarely, if ever, be used
  - The only reason to use Unable to Rate is when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
  - The following are NOT valid reasons to indicate Unable to Rate:
    - Not having enough time or enough information
    - The nature of a child’s disability or the severity of a child’s disability
      The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level.
    - Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.

Step 3: Finalize the Assessment
To finalize, simply review the assessment to make sure that you have entered a rating for all of the measures and that the Information Page is complete and up-to-date:

- For EESD programs: enters your ratings into DRDPtech.
- For SED programs: enter your ratings into your MIS system for your SELPA’s CASEMIS submission. Check with your administrator for when and to whom your Rating Records are due.
## Child’s Information

1. **Child’s name:**  
   1a. Legal First Name: ____________________________  
   1b. Legal Last Name: ____________________________

2. **Agency Identifier or Statewide Student Identifier (10-digit SSID):** ____________

3. **Child’s classroom or setting:** ____________________________

4. **Birth date (mm/dd/yyyy):** ____________________________

5. **Gender:**  
   - [ ] male  
   - [ ] female

6. **Initial date of enrollment in early childhood program (mm/dd/yyyy):** ____________________________

   **Date child was withdrawn from the program:** ____________________________

7. **Ethnicity:**  
   7a. What is this child’s ethnicity? Check one.  
   - [ ] Hispanic or Latino  
   - [ ] Not Hispanic or Latino

   7b. What is this child’s race? Mark one or more races to indicate what this child considers himself/herself to be.  
   - [ ] Asian Indian  
   - [ ] Black or African American  
   - [ ] Cambodian  
   - [ ] Chinese  
   - [ ] Filipino  
   - [ ] Guamanian  
   - [ ] Hawaiian  
   - [ ] Hmong  
   - [ ] Japanese  
   - [ ] Intentionally left blank  
   - [ ] Korean  
   - [ ] Laotian  
   - [ ] Native American  
   - [ ] Other Asian  
   - [ ] Other Pacific Islander  
   - [ ] Samoan  
   - [ ] Tahitian  
   - [ ] Vietnamese  
   - [ ] White

8. **Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?**  
   - [ ] Yes  
   - [ ] No  
   - [ ] Don’t know

## Assessor Information

9. **Agency/site:** ____________________________

10. **Person(s) completing the assessment:**  
    - Name/role: ________________________________________
    - Name/role: ________________________________________

    **Choose role from list below:**  
    - Primary Teacher  
    - Special Education Teacher  
    - Early Intervention Specialist  
    - Home visitor  
    - Other (please specify): ___

11. **Did another adult assist you with assessing this child?**  
    - [ ] Yes (role/relation): ____________________________
    - [ ] No  
    - [ ] Not applicable - I understand and use the child’s home language.

## Child’s Language Information

12. **Child’s home language(s)?** ____________________________

   **Is a language other than English spoken in the child’s home?**  
   - [ ] Yes  
   - [ ] No

   If yes a language other than English is spoken in the child’s home, the ELD measures must be completed for preschool age children.

13. **What language(s) do you speak with this child?** ____________________________

14. **Did someone who understands and uses the child’s home language assist you with completing the observation?**  
    - [ ] Yes (role/relation): ____________________________
    - [ ] No  
    - [ ] Not applicable - I understand and use the child’s home language.

15. **Child is enrolled in: (Check all that apply)**  
    - [ ] State Preschool  
    - [ ] State Infant/Toddler Program  
    - [ ] Head Start  
    - [ ] First 5  
    - [ ] Early Head Start  
    - [ ] Title 1  
    - [ ] State After-School Program  
    - [ ] Family Child Care Home  
    - [ ] Special Education Services  
    - [ ] Migrant  
    - [ ] Tribal Head Start  
    - [ ] Other
### Child Information

1. **Child's First Name (Legal):** ____________________________
2. **Child's Last Name (Legal):** ____________________________
3. **Date DRDP (2015) was completed** (e.g., 02/09/2014) ______/_____/__________
   - **month**
   - **day**
   - **year**

### Special Education Information

13. **Special education eligibility. Check one.**
   - Autism
   - Intellectual Disability
   - Speech or Language Disability
   - Deaf-Blindness
   - Hard of Hearing
   - Traumatic Brain Injury
   - Specific Learning Disability
   - Multiple Disability
   - Visual Impairment
   - Emotional Disturbance
   - Orthopedic Impairment
   - Other Health Impairment
   - Established Medical Disability
   - SAMHC

14. **Adaptations used in the assessment. Check all that apply.**
   - Augmentative or alternative communication system
   - Functional positioning
   - Alternative mode for written language
   - Sensory support
   - Visual support
   - Alternative response mode
   - Assistive equipment or device
   - None

### Child's Language Information

9. **Child's home language(s):**
   - English
   - Spanish
   - Vietnamese
   - Cantonese
   - Hmong
   - Tagalog/Pilipino
   - Other (specify) ___________________

10. **Language(s) used with this child:**
    - English
    - Spanish
    - Vietnamese
    - Cantonese
    - Hmong
    - Tagalog/Pilipino
    - Other (specify) ___________________

11. **Is a language other than English spoken in the child's home?**
    - Yes
    - No

### Child’s Ethnicity

12a. **Is this child Hispanic or Latino? Check one.**
    - Yes, Hispanic or Latino
    - No, not Hispanic or Latino
    - Intentionally left blank

12b. **What is the race of this child? Check up to three.**
    - Asian Indian
    - Black or African-American
    - Cambodian
    - Chinese
    - Filipino
    - Guamanian
    - Hawaiian
    - Hmong
    - Japanese
    - Korean
    - Laotian
    - Native American
    - Other Asian
    - Other Pacific Islander
    - Samoan
    - Tahitian
    - Vietnamese
    - White
    - Intentionally left blank

16. **District of service** ____________________________

### Program Information

15. **SELPA** ____________________________

### Assessment Information

17. **Name of person completing the assessment** ____________________________

18. **Role of person completing the assessment:**
    - Early Intervention Specialist
    - Speech/Language Pathologist
    - Occupational/Physical Therapist
    - Teacher of the Deaf/Hard of Hearing
    - Program Specialist or Administrator
    - Teacher of the Visually Impaired
    - Other ________________

19. **Assistance completing the assessment?**
    - Yes
    - No

If yes, what is that person's relationship to the child? ________________
### A Developmental Continuum from Early Infancy to Kindergarten Entry

For use with preschool-age children

**Rating Record**

Note: The Rating Record is meant to be used together with the DRDP (2015) Instrument for keeping track of each child's developmental levels as you complete the assessment.

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR and note the reason why you are unable to rate the Measure in the box. If you need more room, record the measure number and your reason on the back of this form.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Measure Name</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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Child's First Name (Legal): ____________________________
Child's Last Name (Legal): ___________________________
Student ID (Issued by district for reporting to CASEMIS): ___________________________
Date DRDP (2015) was completed (e.g., 09/07/2014): __________ / __________ / __________

Note: DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool – Draft June 3, 2015. Do not distribute or use for other purposes © 2013-2015 California Department of Education – All rights reserved.
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Use These Steps to Rate the Measures of the DRDP (2015)

1. Review your documentation/evidence.
   Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children’s work, photographs, and video/audio recordings of children’s communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery.
   Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child’s typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:
   - Consistently over time
   - In different situations or settings

   **Important Note:** When reading the descriptors, be sure you understand and pay attention to semicolons and the words “or” and “and.” Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:
   - A semi-colon (;) followed by the word “and,” the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.
   - The word “or,” the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.

3. After you read the descriptors, consider the examples.
   The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child’s level of mastery.
   Once you’ve determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging to the next level (when the option to mark emerging is available).
   If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.
### Measures at-a-Glance

For use with preschool-age children

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<thead>
<tr>
<th>Domain Name</th>
<th>Domain Abbreviation</th>
<th>Number within Domain</th>
<th>Measure Name</th>
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<td>7</td>
<td>Concepts About Print</td>
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<td>8</td>
<td>Phonological Awareness</td>
<td>20</td>
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<td>9</td>
<td>Letter and Word Knowledge</td>
<td>21</td>
</tr>
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<td></td>
<td>10</td>
<td>Emergent Writing</td>
<td>22</td>
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<tr>
<td><strong>English Language Development</strong></td>
<td>ELD</td>
<td>1</td>
<td>Comprehension of English (Receptive English)</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Self-Expression (Expressive English)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Understanding and Response to English Literacy Activities</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Symbol, Letter, and Print Knowledge in English</td>
<td>26</td>
</tr>
<tr>
<td><strong>Cognition, Including Math and Science</strong></td>
<td>COG</td>
<td>1</td>
<td>Spatial Relationships</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Classification</td>
<td>28</td>
</tr>
<tr>
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<td>3</td>
<td>Number Sense of Quantity</td>
<td>29</td>
</tr>
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<td></td>
<td>4</td>
<td>Number Sense of Math Operations</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Measurement</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Patterning</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>Shapes</td>
<td>33</td>
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<tr>
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<td></td>
<td>8</td>
<td>Cause and Effect</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Inquiry Through Observation and Investigation</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>Documentation and Communication of Inquiry</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>Knowledge of the Natural World</td>
<td>37</td>
</tr>
<tr>
<td><strong>Physical Development—Health</strong></td>
<td>PD-HLTH</td>
<td>1</td>
<td>Perceptual-Motor Skills and Movement Concepts</td>
<td>38</td>
</tr>
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<td></td>
<td></td>
<td>2</td>
<td>Gross Locomotor Movement Skills</td>
<td>39</td>
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<tr>
<td></td>
<td></td>
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<td>Gross Motor Manipulative Skills</td>
<td>40</td>
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<td></td>
<td>4</td>
<td>Fine Motor Manipulative Skills</td>
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<td>5</td>
<td>Safety</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Personal Care Routines: Hygiene</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>Personal Care Routines: Feeding</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>Personal Care Routines: Dressing</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Active Physical Play</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>Nutrition</td>
<td>47</td>
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<tr>
<td><strong>History—Social Science</strong></td>
<td>HSS</td>
<td>1</td>
<td>Sense of Time</td>
<td>48</td>
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<td></td>
<td>2</td>
<td>Sense of Place</td>
<td>49</td>
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<tr>
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<td></td>
<td>3</td>
<td>Ecology</td>
<td>50</td>
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<td>4</td>
<td>Conflict Negotiation</td>
<td>51</td>
</tr>
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<td></td>
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<td>5</td>
<td>Responsible Conduct as a Group Member</td>
<td>52</td>
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<td><strong>Visual and Performing Arts</strong></td>
<td>VPA</td>
<td>1</td>
<td>Visual Art</td>
<td>53</td>
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<td>Music</td>
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<td></td>
<td>3</td>
<td>Drama</td>
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<td></td>
<td></td>
<td>4</td>
<td>Dance</td>
<td>56</td>
</tr>
</tbody>
</table>
## Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

### ATL-REG 1: Attention Maintenance

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

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Attends or responds briefly to people, things, or sounds</td>
<td>Shifts attention frequently from one person or thing to another</td>
<td>Maintains attention, on own or with adult support, during brief activities</td>
<td>Maintains attention, on own during activities that last for extended periods of time</td>
</tr>
</tbody>
</table>

**Examples**

- Pays attention to a moving mobile.
- Quiets to the voice of a familiar person.
- Gazes at the smiling face of a familiar person.

- Turns attention toward an interesting toy, then back to an adult or a child.
- Actively shifts interest from one child to another playing close by.
- Drops one thing in order to reach for another.

- Briefly watches other children playing and then resumes play with a toy.
- Resumes playing at sand table when an adult joins in digging.
- Dumps toy animals from container, puts animals back in the container, and then dumps them out again.

- Listens to a book from beginning to end and then gestures for an adult to read it a second time.
- Starts working on a simple puzzle with an adult and continues when the adult steps away briefly.
- Continues playing with toy cars, adding a bridge offered by an adult sitting nearby.

- Makes a pile of pretend pancakes with play dough on own and then offers them to peers.
- Builds multiple towers with interlocking blocks.
- Looks through several books on own in library corner during the morning.
- Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning.

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**Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation**

**ATL-REG 2: Self-Comforting**

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

---

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responds to internal or external stimulation in basic ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in behaviors that have previously worked to soothe self</td>
</tr>
<tr>
<td>Comfirts self by seeking a familiar adult or a special thing</td>
</tr>
<tr>
<td>Comforts self in different ways, based on the situation</td>
</tr>
<tr>
<td>Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways</td>
</tr>
</tbody>
</table>

*There are no later levels for this measure*

**Examples**

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

- Cries when hears a loud noise.
- Closes eyes when taken into bright sunlight.
- Brings fist to mouth and fusses when hungry.
- Sucks thumb or fist to soothe self.
- Turns away from sensory experiences such as loud noises, bright lights, or specific textures.
- Nuzzles face into a blanket or a familiar adult’s shoulder when unfamiliar adults approach.
- Retrieves a familiar object, such as a blanket, to soothe self when upset.
- Gestures “up” to a familiar adult to be picked up when sleepy.
- Seeks contact with a familiar adult when a toy is taken by another child.
- Softly hums or vocalizes to self when lying down for naptime.
- Goes to cubby and gets a photo of family when upset after a parent leaves.
- Seeks out a cozy place to get away from active play of other children.
- Remains seated in a small group activity while manipulating a favorite toy.
- Asks what’s going to happen next, to get ready to transition to a new activity.
- Requests favorite book to read with parent before the parent leaves.
- Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.

- Child is beyond the latest developmental level on this measure
- If you are unable to rate this measure, explain here:
Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

**ATL-REG 3: Imitation**

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding</td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td><strong>Responds to facial expressions or vocalizations in basic ways</strong></td>
</tr>
</tbody>
</table>

**Examples**

- **Responding**
  - Makes a sound like “Mmmmm” after an adult makes the “Mmmmm” sound during feeding.
  - Smiles when an adult smiles.
  - Widens eyes and raises eyebrows after observing these movements on an adult’s face during an interaction.
  - Pays attention to vocalizations from an adult, such as cooing, heard during an interaction.
  - Attends to an adult’s face during an interaction.
  - Orients toward the gestures of a familiar adult.

- **Exploring**
  - Opens and shuts hands as an adult leads open-shut-them finger play.
  - Raises arms in the air, following an adult’s actions, during a game of “So big!”
  - Holds a toy telephone to ear and says, “Hello.”
  - Places doll in front of a toy shopping cart and wheels it around the room, placing objects in the cart.

- **Building**
  - Communicates, “Be safe,” (using adult intonation) when friends begin to move too fast through the classroom.
  - Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon.
  - Communicates, “It’s time to party.”

- **Integrating**
  - Wraps a teddy bear in a blanket and communicates, “Night-night.”
  - Dresses up with fancy shoes and clothes in dress-up area, and communicates, “It’s time to party.”

There are no later levels for this measure.

○ Child is beyond the latest developmental level on this measure
○ Child is emerging to the next developmental level
○ If you are unable to rate this next developmental level, explain here:
### ATL-REG 4: Curiosity and Initiative in Learning

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
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<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Responds to people, things, or sounds</td>
</tr>
</tbody>
</table>

**Examples**

- **Responding**
  - Orient toward a noise.
  - Turns head toward a person who comes into view or begins talking.
  - Looks at a mobile.

- **Exploring**
  - Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.
  - Smiles when an adult begins singing a song.
  - Moves arms or legs when a mobile begins moving overhead.
  - Bangs a drum with hands repeatedly.
  - Touches hair of another child.
  - Pats, pulls on, or turns pages of a board book.
  - Watches intently as an adult prepares snack.
  - Paints on paper and on arm when given a paintbrush and paint.
  - Molds sand using a cup.
  - Tries using utensils to work with play dough.
  - Watches the fish in the fish tank intently after a conversation about how fish breathe underwater.
  - Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom.
  - Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk.
  - Compares leaves gathered on a nature walk by color or shape.
  - Observes a snail and asks, “Why does it have a shell?”
  - Manipulates a movable action figure to change the positions of its body.
  - Squeezes a sponge to see how it works.
  - Uses a magnetic wand to figure out which objects on a table it will lift up.
  - Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.
  - Places a variety of objects in water to see which will float and which will sink.
  - Uses a communication device to learn about the new pet guinea pig.
  - Examines images from informational books or a computer to learn about the habitats of different animals.
  - Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.
  - Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

- **Integrating**

- Orients toward a noise.
- Turns head toward a person who comes into view or begins talking.
- Looks at a mobile.
- Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.
- Smiles when an adult begins singing a song.
- Moves arms or legs when a mobile begins moving overhead.
- Bangs a drum with hands repeatedly.
- Touches hair of another child.
- Pats, pulls on, or turns pages of a board book.
- Watches intently as an adult prepares snack.
- Paints on paper and on arm when given a paintbrush and paint.
- Molds sand using a cup.
- Tries using utensils to work with play dough.
- Watches the fish in the fish tank intently after a conversation about how fish breathe underwater.
- Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom.
- Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk.
- Compares leaves gathered on a nature walk by color or shape.
- Observes a snail and asks, “Why does it have a shell?”
- Manipulates a movable action figure to change the positions of its body.
- Squeezes a sponge to see how it works.
- Uses a magnetic wand to figure out which objects on a table it will lift up.
- Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.
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- Examines images from informational books or a computer to learn about the habitats of different animals.
- Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.
- Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
## Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

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

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Calms when comforted by an adult</td>
<td>Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult</td>
<td>Calms self when a familiar adult initiates contact, moves close, or offers a special thing</td>
<td>Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Quiets to the voice of a familiar adult when startled, and relaxes when picked up.</td>
<td>• Vocalizes to a familiar adult and calms when the adult reaches over to pat child's stomach.</td>
<td>• Gets up and looks for an adult when distressed, and then resumes play when the adult gives a reassuring look.</td>
<td>• Waits to ride a favorite tricycle without trying to take it from another child.</td>
</tr>
<tr>
<td>• Relaxes in an adult's arms when being held.</td>
<td>• Looks toward a familiar adult and then resumes play when the adult gives a reassuring look.</td>
<td>• Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about.</td>
<td>• Insists that another child return a favorite doll, but when refused, asks a familiar adult for help.</td>
</tr>
<tr>
<td>• Quiets the voice of a familiar adult.</td>
<td>• Stops crying after an adult offers a toy similar to the toy another child took.</td>
<td>• Accepts an adult's invitation to move closer, after noticing child's worried look when an unfamiliar adult enters the room.</td>
<td>• Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking.</td>
</tr>
<tr>
<td>• Calms when an adult moves to sit closer on the floor.</td>
<td>• Lets go of another child's toy and accepts a different toy after a familiar adult communicates, &quot;She's playing with the blue truck. You can use the red one.&quot;</td>
<td>• Frowns, but goes to a friend.</td>
<td>• Communicates, &quot;Don't push!&quot; to another child trying to fit at the water table, and then says, &quot;Here's a place,&quot; and moves over.</td>
</tr>
<tr>
<td>• Reaches toward a familiar adult to be comforted and nestles into the adult when held.</td>
<td>• Communicates, &quot;I want to sit here,&quot; in Vietnamese, when upset that there are no empty chairs near a friend.</td>
<td>• Communicates, &quot;I want a turn. Can I use the scooter after you go around two times?&quot; after watching another child ride for a while.</td>
<td>• Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.</td>
</tr>
<tr>
<td>• Relaxes in an adult's arms when being held.</td>
<td>• Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking.</td>
<td>• Communicates, &quot;When is it my turn? I've been waiting.&quot;</td>
<td>• Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.</td>
</tr>
</tbody>
</table>

○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:
## Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

### ATL-REG 6: Engagement and Persistence

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

| Mark the latest developmental level the child has mastered: |
|---|---|---|---|---|
| Responding | Exploring | Building | Integrating |
| Earlier | Later | Earlier | Later | Earlier |
| There are no earlier levels for this measure | Participates in a simple activity briefly | Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity | Continues self-selected activities with adult support, even though interest briefly shifts to other activities | Continues self-selected activities on own, seeking adult support to work through challenges |
| - Puts a ring on and off of a ring stack a few times. | - Chooses to play in the dramatic play area for a short while and then plays in the block area. | - Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. | - Continues working on a difficult puzzle, asking an adult for help when needed. |
| - Fills and dumps sand from a bucket. | - Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult’s encouragement to continue. | - Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks. | - Continues looking at a book as an adult encourages other children entering the same area to find a book. |
| - Shakes a bell while others are singing. | - Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity. | - Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy. | - Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby. |
| - Uses hands to smear finger paint. | - Activates a switch toy. | - Repeatedly tries to trace around own hand. | - Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes. |
| - Activates a switch toy. | | | - Continues to build a structure with interlocking blocks even when having difficulty finding the “right” pieces. |

### Examples

- Puts a ring on and off of a ring stack a few times.
- Fills and dumps sand from a bucket.
- Shakes a bell while others are singing.
- Uses hands to smear finger paint.
- Activates a switch toy.
- Chooses to play in the dramatic play area for a short while and then plays in the block area.
- Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult’s encouragement to continue.
- Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity.
- Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads.
- Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks.
- Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy.
- Repeatedly tries to trace around own hand.
- Completes an obstacle course using a walker, even on bumpy ground.
- Continues to work on spinning a round hoop around own waist over successive days.
- Continues at a pottery activity that involves shaping clay, letting it dry, painting it, and letting it dry some more.
- Writes own name, then writes it more clearly a second time at classroom sign-in table.

#### Notes

- Child is not yet at the earliest developmental level on this measure. Explain here:
- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
### ATL-REG 7: Shared Use of Space and Materials

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

#### Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

**ATL-REG 7** — *Shared Use of Space and Materials*

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
</tr>
</tbody>
</table>

#### Examples

- **Responding**
  - Chooses to play with doll with red hair on repeated occasions.
  - Chooses to play with the same toy dinosaur every day.
  - Selects the green marker every time when at the art table.

- **Exploring**
  - Takes another child’s toy, and seems surprised by the other child’s protest.
  - Picks up a purple marker after another child put it down momentarily to do something else.
  - Squeezes in between other children at the water table, making it difficult for the other children to continue their play.

- **Building**
  - Keeps all of the crayons nearby even if only using one or two colors.
  - Places favorite dolls behind back when other children are playing in the doll area.

- **Integrating**
  - Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.
  - Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.
  - Lets another child take a book from a pile nearby, but holds onto a few favorite books.

  - Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time.
  - Gets riding toys out of the shed to give to other children, according to the usual classroom practice.
  - Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.
  - Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.
  - Brings a carpet square to another child while getting ready for story time, without being asked.
  - Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add.
  - Uses a communication device to ask another child to join in making a necklace.

- **Atl-REG 7**

- Child is not yet at the earliest developmental level on this measure. Explain here:
- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
**Developmental Domain: SED — Social and Emotional Development**

### SED 1: Identity of Self in Relation to Others
Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
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</tbody>
</table>

- **Examples**
  - Responds in basic ways to others
    - Uses senses to explore self and others
    - Recognizes self and familiar people
    - Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)
    - Expresses simple ideas about self and connection to others
    - Describes self or others based on physical characteristics
    - Describes own preferences or feelings; and
    - Describes the feelings or desires of family members, friends, or other familiar people
    - Compares own preferences or feelings to those of others

- **Examples**
  - Attends to a familiar adult during feeding.
  - Quiets when hears a familiar adult.
  - Grasps an adult’s finger when palm of child’s hand is touched.
  - Examines own hand or foot by looking at it or mouthing it.
  - Touches others’ hair when it is within reach.
  - Plays with sound by repeating grunts and squeals.
  - Orient toward a familiar adult when own name is spoken or signed.
  - Points to picture of self on the wall.
  - Smiles when a familiar adult enters the room.
  - Communicates, “Me llamo Luis,” “My name is Luis,” in Spanish.
  - Communicates names of immediate family members in a photo.
  - Looks to new baby sister and communicates her name.
  - Acts out roles from own family in pretend play.
  - Communicates, “I’m making cookies—just like Grandma!” while rolling play dough.
  - Draws picture of a house and communicates, “This is my house.”
  - Communicates using communication board, “His hair is red!”
  - Identifies own height, as indicated on a growth chart posted on the wall.
  - Narrates details while drawing a picture of a friend.
  - Draws a picture of own family, representing traits such as heights and hair colors.
  - Communicates to an adult, “I was mad when it rained because we couldn’t go outside.”
  - Communicates that a friend is happy because he is going to have a birthday party.
  - Says, “Ayokong hawakan ang susò. Na tatakot ako,” “I don’t want to touch the snail. It scares me,” in Tagalog.
  - Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self.
  - Communicates to a peer that they both like peanut butter and jelly sandwiches.
  - Communicates, “我喜愛游泳, 但是我姐姐不喜歡,” “I love to swim, but my sister doesn’t,” in Chinese.

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
## Developmental Domain: SED — Social and Emotional Development

### SED 2: Social and Emotional Understanding

Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td><strong>Responds to faces, voices, or actions of other people</strong></td>
<td>Shows awareness of what to expect from familiar people by responding to or anticipating their actions</td>
<td>Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations</td>
<td>Identifies own or others’ feelings</td>
<td>Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
<td></td>
<td></td>
<td>Communicates ideas about why one has a feeling or what will happen as a result of a feeling</td>
</tr>
<tr>
<td>- Looks at faces.</td>
<td>- Smiles when an adult continues after pausing during a game of patty cake.</td>
<td>- Moves or looks toward a familiar adult when a less familiar adult enters the room.</td>
<td>- Communicates, “También me gusta pintar, me hace feliz,” [“I like to paint, too; it makes me happy,” in Spanish] after noticing a child at an easel.</td>
<td>- Communicates, “You’re silly,” when the peer starts giggling and other children join in.</td>
</tr>
<tr>
<td>- Turns head toward an adult during feeding.</td>
<td>- Looks toward the location of where an adult’s face will reappear during a game of peek-a-boo.</td>
<td>- Pauses after reaching toward a peer’s toy, to check on a less familiar adult’s response.</td>
<td>- Communicates that the turtle was scared, when an adult asks, “Why did the turtle go into its shell?”</td>
<td>- Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches.</td>
</tr>
<tr>
<td>- Grasps an adult’s finger when palm of child’s hand is touched.</td>
<td>- Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.</td>
<td>- Starts to climb on a table, but pauses in response to an adult’s cautionary look and warning.</td>
<td>- Points to “angry” picture on emotion chart while looking at a friend.</td>
<td>- Communicates that another child plays with everyone because he is so friendly.</td>
</tr>
</tbody>
</table>

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

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**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry — Preschool — Draft May 12, 2015**

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Page 9 of 56
### SED 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.

Mark the latest developmental level the child has mastered:

<table>
<thead>
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<th></th>
<th>Responding</th>
<th>Exploring</th>
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<td><strong>Responds to faces,</strong></td>
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<td><strong>voices,</strong> or actions</td>
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<td><strong>of familiar people</strong></td>
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<td><strong>Shows a preference</strong></td>
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<td><strong>for familiar adults</strong></td>
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<td>and tries to interact</td>
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<td><strong>with them</strong></td>
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<tr>
<td><strong>Interacts in simple</strong></td>
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<td><strong>ways with familiar</strong></td>
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<td><strong>adults and tries to</strong></td>
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<td><strong>interactions</strong></td>
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<td><strong>Initiates activities</strong></td>
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<td><strong>with familiar adults;</strong></td>
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<td><strong>Engages in extended</strong></td>
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<td><strong>problems</strong></td>
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</tbody>
</table>

- **Examples**
  - Widens eyes or brightens face at the face of a familiar adult.
  - Orient toward a familiar adult’s voice.
  - Quiets when picked up by a familiar adult.
  - Reaches for a familiar adult when being held by another adult.
  - Vocalizes at a familiar adult to gain the adult’s attention.
  - Laughs in anticipation before a familiar adult nuzzles child’s neck.
  - Places toy on a familiar adult’s lap, goes to get another toy, and then places that toy on the adult’s lap.
  - Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses.
  - Repeatedly hands little cars to a familiar adult to continue a joint activity.
  - Grasps a familiar adult’s hand to gain attention, and then gestures to begin a finger-play game.
  - Communicates interest in looking at a book with a familiar adult.
  - Brings a blanket to a familiar adult and then climbs into the adult’s lap when upset.
  - Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.
  - Communicates to a familiar adult, “Want some tea?” during a pretend tea party.
  - Completes a simple puzzle with a familiar adult, taking turns to fit pieces.
  - Shares rocks collected while playing outside with a familiar adult.
  - Uses an electronic tablet to play a game with a familiar adult.
  - Asks a teacher why another child is not going outside with the group.
  - Communicates to an adult, “What’s the bee doing?” while watching a bee fly from flower to flower or sharing a book together about bees.
  - Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.
  - Offers to place napkins and cups on the table when a familiar adult is preparing a snack.
  - Brings a board game to a familiar adult and communicates an interest in playing together.
  - Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult.
  - Works with a familiar adult and a group of children to make a piñata over two days, offering alternatives for its shape and construction and what will go inside.
  - Working together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.
  - Plans a gardening activity with a familiar adult, communicating by signing the materials needed.
  - Demonstrates the ability to give instructions to another child who is unable to understand them.
  - Shows the ability to organize materials or experiences with a familiar adult.
  - Works together with a familiar adult and other children to plan and carry out activities.
### Developmental Domain: SED — Social and Emotional Development

**SED 4: Relationships and Social Interactions with Peers**
Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
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</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
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</tbody>
</table>

#### Examples

- **Responding**

  - Cries when hearing the sound of another child crying.
  - Orients toward another child.
  - Notices another child nearby.

- **Exploring**

  - Moves excitedly when another child comes near.
  - Reaches toward another child to gain attention.
  - Smiles at another child.

- **Building**

  - Plans how to build a boat with several peers, choosing materials and negotiating tasks.
  - Plays superheroes with peers, planning different characters and scenarios.
  - Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

- **Integrating**

  - Plans how to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow.
  - Invites friends to continue playing family from the day before.
  - Offers a new object for a fort that child has built with peers over several days.
  - Plans how to build a train track with two friends, taking turns connecting the track pieces.
  - Takes a few turns trying on hats with a peer in the dramatic play area.
  - Laughs and makes funny noises or faces with a friend while singing a song together.

#### Developmental Continuum from Early Infancy to Kindergarten Entry
Preschool — Draft May 12, 2015

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Page 11 of 56
### Developmental Domain: SED — Social and Emotional Development

**SED 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.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
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</tbody>
</table>

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

#### Examples

- Cries in response to a loud voice.
- Looks toward a lamp when it is turned on.
- Moves arm in response to a touch.
- Reaches toward an adult’s glasses.
- Grabs a toy, shakes it, and then shakes it again.
- Picks up a toy and mouths it.
- Gazes intently at an adult’s changing facial expressions.
- Rocks a doll in arms.
- Uses a brush on a doll’s hair.
- Pushes a toy car along the floor.
- Places objects from around the room in a toy shopping cart.
- Uses a stacking ring as a bagel.
- Holds a rectangular block to ear and talks into it as if it is a phone.
- Pretends that puzzle pieces are cookies.
- Pretends to be a doctor and takes care of a stuffed bear that is “sick.”
- Makes a pretend cake in the sandbox and offers a “taste” to an adult.
- Makes a “pizza” out of play dough and puts it in the play oven.
- Sits in a box, pretending it is a boat.
- Sits in a box with a peer, holding a “steering wheel,” and communicates, “My turn to drive the bus.”
- Pours “coffee” for friends while seated together at a table in the dramatic play area.
- Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats.
- Pumps arm while saying, “Whoo-whoo,” and then collects “tickets” from seated “passengers.”
- Plays store, “scanning” items, placing them in bags, and collecting “money” from peers.
- Uses a hose to “pump gas” as other children wait in line with their tricycles.
- Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.
- Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.
- Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

- ○ Child is emerging to the next developmental level
- ○ If you are unable to rate this measure, explain here:
### LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
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<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td><strong>Earl</strong></td>
</tr>
<tr>
<td><strong>Responds to voices, sounds, gestures, or facial expressions in basic ways</strong></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>• Turns head toward, or looks in the direction of the voice of an adult.</td>
</tr>
<tr>
<td>• Makes eye contact with a familiar adult.</td>
</tr>
<tr>
<td>• Quiets or orients in the direction of a sound, touch, or gesture.</td>
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</tbody>
</table>

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
**Developmental Domain: LLD — Language and Literacy Development**

### LLD 2: Responsiveness to Language
Child communicates or acts in response to language and responds to increasingly complex language

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
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</tbody>
</table>

#### Examples

- **Responds to voices, sounds, gestures, or facial expressions in basic ways**
  - Turns head or looks in direction of voices.
  - Sustains gaze at an adult’s smiling face.
  - Quiets or orients in the direction of a sound or gesture.
  - Cries when child hears another child cry.

- **Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)**
  - Smiles in response to a familiar adult’s voice or gestures.
  - Vocalizes in response to a familiar adult’s voice.
  - Moves toward a familiar adult’s extended arms.
  - Turns head and looks away after a familiar adult offers a bottle or food again.

- **Responds to a few frequently used words or gestures in familiar situations**
  - Reaches for a familiar object after it is named.

- **Responds to simple comments that relate to a present situation**
  - Looks up at sky after an adult communicates, “There’s an airplane.”
  - Moves toward the sandbox after an adult says, “I see new toys in the sandbox.”
  - Communicates, “Okay,” after an adult says, “Your friend wants to play, too.”
  - Calms when adult communicates, “Your turn is next.”

- **Responds to one-step requests or questions involving an action that will happen right away**
  - Picks up sand toys after an adult says, “Please pick up the sand toys.”
  - Brings a watering can to the garden after a peer says, “Let’s get water for the plants.”
  - Communicates, “Yo,” (“Me,” in Spanish), after an adult asks, “Who is the helper for snack?”

- **Carries out a one-step request that relates to a new or an unfamiliar activity or situation**
  - Puts compostable cup into compost bin recently added to the room after adult communicates, “Please put your cup in the compost bin.”
  - Follows simple direction to tag another child when learning a new game.
  - Chooses a book and then carries it to the library counter after an adult says, “Find a book and take it to the library counter.”

- **Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept**
  - Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for story time.
  - Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands.
  - Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display.
  - Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.
**Developmental Domain: LLD — Language and Literacy Development**

**LLD 3: Communication and Use of Language (Expressive)**
Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Makes sounds spontaneously</td>
<td>Uses sounds, gestures, or facial expressions to communicate</td>
<td>Uses a variety of single words to communicate</td>
<td>Uses short phrases or sentences of more than two words to communicate</td>
</tr>
</tbody>
</table>

- **Examples**
  - Makes sounds spontaneously
    - Smiles when a familiar person approaches.
    - Cries when hungry, by using a special word, sound, or gesture for food.
    - Communicates, “Baba,” “Dada,” “Mama,” or similar word approximations.
    - ASKS for a toy or a gesture for an object.
  - Uses sounds, gestures, or facial expressions to communicate
    - Names familiar foods, toys, or family members.
    - Communicates ideas such as “No,” “More,” or “Up.”
    - Indicates a picture of a ball when asked what the child wants to play with next.
  - Uses a few “first words,” word-like sounds, or gestures to communicate
    - Communicates, “Mommy come,” when wanting a parent.
    - Communicates, “More juice,” when thirsty.
    - Communicates, “My truck!” after another child takes a toy truck.
  - Uses a variety of single words to communicate
    - Communicates, “A mime toca,” [“It’s my turn,” in Spanish] when an adult brings the pet rabbit for a visit.
    - Communicates, “I want mommy.”
    - Communicates, “I like dogs,” while looking at an animal book.
  - Uses two words together to communicate
    - Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)
    - Communicates, “Malaking malaki ang asa namin,” [“Our dog is huge,” in Tagalog] after hearing a peer use the word “huge.” (“Huge” is a recently encountered vocabulary word.)
  - Uses short phrases or sentences of more than two words to communicate
    - Communicates to a peer, during play, “Yesterday we made vegetable soup.” (“We” is a pronoun; “made” is past tense.)
    - Communicates, “His birthday is tomorrow. He will be five.” (“His” is a possessive pronoun; “be” is future tense.)
    - Communicates in sign language that the cat’s feet are wet. (“Cat’s” is possessive; “feet” is plural.)
    - Communicates, “Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas,” [“My grandma is really old. She has white hair and lots of wrinkles,” in Spanish].

- **Children marked as Emerging to the Next Developmental Level**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

---

**LLD 3**

**Communication and Use of Language (Expressive)**

---

**DRAFT**

**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool – Draft May 12, 2015**

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### Mark the latest developmental level the child has mastered:

<table>
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<tr>
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<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<td><strong>Later</strong></td>
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</table>

#### Responds to sounds or movements of others in basic ways
- Looks in the direction of voices or movement.
- Quiets in response to sound.
- Turns toward the soft touch of an adult.
- Looks at a familiar adult during feeding.

#### Examples
- **Earlier**
  - Makes sounds when a familiar adult stops talking.
  - Reaches toward a familiar adult.

- **Later**
  - Communicates, “Yes,” or “No,” after an adult asks, “Do you want more milk?”

- **Middle**
  - Rubs eyes and responds, “I’m making a snake.”

- **Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions**
  - Communicates, “I’m the baby,” in Chinese.
  - Converses, “I like cheese,” in Vietnamese.

- **Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions**
  - Communicates, “That’s my baby sister.”

- **Engages in brief back-and-forth communication, combining words to communicate meaning**
  - Communicates, “That’s my family,” while looking at a photo with a peer.

- **Engages in brief conversations with a shared focus**
  - Communicates, “That’s my family,” while looking at a photo with a peer.

- **Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas**
  - Has a conversation with an adult while planting sunflower seeds together, asking about making sunflowers and suggesting ways to make sure the plants are growing as they are building it.

- **Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas**
  - Has a conversation with an adult while planting sunflower seeds together, asking about planting sunflowers and suggesting ways to make sure the plants are growing as they are building it.

*Conversations can include communication using sign language or alternative communication systems.*
### Developmental Domain: LLD — Language and Literacy Development

#### LLD 5: Interest in Literacy

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

Mark the latest developmental level the child has mastered:

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<thead>
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<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Attends or responds to people or things in basic ways</td>
<td>Plays with books; and Responds to other literacy activities</td>
<td>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</td>
<td>Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</td>
</tr>
</tbody>
</table>

**Examples**

- Quiets to the sound of a familiar voice.
- Moves in response to an approach by a familiar adult.
- Oriented to an adult’s face or voice during a caregiving routine.
- Interacts with a cloth or board book by holding or mouthing it.
- Pats a textured board book.
- Vocalizes or lauds in response to an adult singing and gesturing a simple finger-play song, such as, “Pat-a-Cake” or “Los cinco deditos,” [“Five Little Fingers,” a finger play in Spanish].
- Looks at pictures in a book for a short time while a familiar adult reads the book.
- Joins a group doing a simple finger play led by an adult.
- Points at a picture when joining an adult who is reading a book, newspaper, or tablet.
- Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.
- Pretends to read a book from start to finish.
- Explores a book with Braille and tactile content with hands.
- Sings some words of a familiar song, from beginning to end, with an adult.
- Asks questions or communicates about why something happened in a story.
- Starts a song or rhyme with others while playing outside.
- Uses finger puppets while reciting a familiar rhyme.
- Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).
- Asks for help finding a book about bugs after a nature walk.
- Participates, with others, in using the computer to create a story about a class trip.
- Makes up own version of rhyming song with peers’ names.

○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:
**LLD 6: Comprehension of Age-Appropriate Text**

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
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<tr>
<td>Earlier</td>
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<td>Middle</td>
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</tbody>
</table>

- Shows interest when attending to books, pictures, or print materials, with an adult
- Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult
- Makes comments or asks questions about text presented in books or the environment
- Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text

**Examples**

- Shows interest when attending to books, pictures, or print materials, with an adult
- Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult
- Makes comments or asks questions about text presented in books or the environment
- Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text

- **Responding**
  - There are no earlier levels for this measure

- **Exploring**
  - Shows interest when attending to books, pictures, or print materials, with an adult
  - Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult
  - Makes comments or asks questions about text presented in books or the environment
  - Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text

- **Building**
  - Shows interest when attending to books, pictures, or print materials, with an adult
  - Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult
  - Makes comments or asks questions about text presented in books or the environment
  - Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text

- **Integrating**
  - Shows interest when attending to books, pictures, or print materials, with an adult
  - Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult
  - Makes comments or asks questions about text presented in books or the environment
  - Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text

- **Child is not yet at the earliest developmental level on this measure. Explain here:**

- **Child is emerging to the next developmental level:**

- **If you are unable to rate this measure, explain here:**

---

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**Developmental Domain: LLD — Language and Literacy Development**

**LLD 7: Concepts About Print**

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

### Mark the latest developmental level the child has mastered:

<table>
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<th>Responding</th>
<th>Exploring</th>
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</table>

- **There are no earlier levels for this measure**
- **Explores books**
  - Engages with print materials while being read to by an adult
  - Demonstrates awareness of the way books are handled
  - Demonstrates understanding that print and symbols carry meaning
  - Demonstrates understanding of how to follow print on a page of text
  - Demonstrates understanding that print is organized into units, such as letters, sounds, and words

#### Examples

- *Opens and closes a book.*
- *Holds or carries a book.*
- *Brings book to adult.*

- *Points to pictures in a book while an adult reads the book aloud.*
- *Lifts tabs in an interactive book while being read to by an adult.*

- *Picks up a book, opens it up, and then turns it right side up.*
- *“Reads” to self, attempting to turn pages from front to back.*
- *Turns pages of an adapted book, using ice pop stick handles.*

- *Points at a stop sign and then communicates, “That means stop,” while on a neighborhood walk.*
- *Points to the print while pretending to read a page with both print and pictures.*
- *Requests that an adult write words next to a picture the child has drawn.*

- *Moves fingers along print, from one end of the page to another.*
- *Points to the first word on a page and then communicates, “Bắt đầu ở đây,” [*“Start here,” in Vietnamese]*.
- *Points to the words on the front cover of the book or title page and communicates that it is the name of the book.*

- *Communicates, “There are two words on this sign,” while looking at a sign with the words “Writing Center.”*
- *Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as “corn,” “milk,” and “bread.”*
- *Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name.*

---

*Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.*

---

* Child is not yet at the earliest developmental level on this measure. Explain here:

* Child is emerging to the next developmental level

* If you are unable to rate this measure, explain here:
**LLD 8: Phonological Awareness**

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

Mark the latest developmental level the child has mastered:

<table>
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<tr>
<th>Responding</th>
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<th>Integrating</th>
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</table>

**Examples**

- **Earlier**
  - There are no earlier levels for this measure
  - Attends to sounds or elements of language
  - Demonstrates awareness of variations in sounds
  - Engages actively in play with sounds in words or rhymes, or
    Sings simple songs, or
    Repeats simple nursery rhymes
  - Demonstrates awareness of larger units of language (e.g., words, syllables)
  - 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; and
  - Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and

- **Middle**
  - Turns toward adult when adult sings a song.
  - Looks at adult's hands when adult signs "more."
  - Attends to adult saying, "bye-bye."
  - Whispers a word, and then says it loudly.
  - Communicates, "No, no, no, no," varying pitch.
  - Uses sounds or hand movements to play with variations of stress and rhythm.
  - Rhymes children's names with other words during a group sing-along.
  - Sings "Twinkle, Twinkle, Little Star" with a group.
  - Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . . ?"
  - Uses signs to participate in a song such as "The Wheels on the Bus."
  - Drum out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words.
  - Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers.
  - Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers.
  - Answers, "Goldfish," after an adult asks, "If you put together the words 'gold' and 'fish,' what word does that make?"
  - Communicates, "Rain," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word 'coat'?" while moving a picture of a coat away from a picture of rain.
  - Communicates, "Zebra," after an adult separates the word into syllables, and says, "Ze-", "-bra," while looking at a wordless picture book about the zoo.
  - Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables 'mark-' and '-er' together?"

- **Later**
  - Communicates, "Cup," at the snack table, after an adult says, "I have a c- up. What do I have?"
  - Communicates, "Ice," after an adult asks what word is left when the m-- is removed from the word "mice," while playing a word game.
  - Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.

---

*Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.*

- **Child is not yet at the earliest developmental level on this measure. Explain here:**
- **Child is emerging to the next developmental level**
- **If you are unable to rate this measure, explain here:**

---

**Phonological Awareness**

**LLD 8**

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Page 20 of 56
## LLD 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.

### Mark the latest developmental level the child has mastered:

<table>
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<tr>
<th>Responding</th>
<th>Exploring</th>
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<th>Integrating</th>
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</tbody>
</table>

### Examples

- **There are no earlier levels for this measure**

### Mark the latest developmental level the child has mastered:

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

### Letter and Word Knowledge

- Points to a picture of a bird in a book when adult communicates “bird.”
- Goes and gets teddy bear after seeing a picture of a bear.
- Sees a photo of mother and communicates, “Mama.”

- Demonstrates awareness that pictures represent people or things

- Recognizes that a stop sign means “stop.”
- Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin.
- Notices a familiar store or business in the neighborhood from its logo.
- Asks an adult what signs in Braille say.

- Demonstrates awareness of a few common simple symbols in the environment

- Holds up hand or communicates, “Me,” when an adult holds up a sign with child’s name.
- Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs.
- Communicates, “I found the same letter,” when playing a letter matching game in print or Braille.

- Demonstrates awareness of a few letters in the environment

- Names some letters while looking at an alphabet book.
- Points and names some letters in an alphabet puzzle.
- Communicates, “I found the same letter,” when playing a letter matching game in Braille.

- Identifies some letters by name

- Names at least ten letters while placing them on a magnet board.
- Copies the word “cat” and communicates that it says “cat” (letters may not be written accurately).
- Names letters in Braille.

- Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words

- Communicates, “Hay dos letras A en mi nombre, una A grande y una A pequeña,” [“I have two As in my name, one big A and one little a,” in Spanish] when reading own name, Anna, on cubby.
- Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.
- Communicates, “Those both start with B,” after hearing the words “ball” and “bat” in a story.
- Looks at the word “mat” in large print and says “m” (letter sound).

- Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words
**LLE 10: Emergent Writing**

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

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**Mark the latest developmental level the child has mastered:**

<table>
<thead>
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<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Dips sponge in paint and dots onto paper.</td>
<td>Makes marks on paper</td>
<td>Makes scribble marks or simple drawings that represent people, things, or events</td>
<td>Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.</td>
</tr>
<tr>
<td>Makes a dot on a paper and then makes more dots using different markers.</td>
<td>Makes scribble marks</td>
<td>Writes letter-like shapes or a few letters to represent own name or words</td>
<td>Makes marks on paper and then explains that it is a birthday cake.</td>
</tr>
<tr>
<td>Holds crayon against paper.</td>
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<td>Draws circles and lines and comments, “Baby,” and “Mommy.”</td>
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<td>Uses crayons, pencils, or markers to make back-and-forth marks.</td>
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<td>Paints using large or small movements.</td>
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<td>Scribbles by moving finger on screen of tablet or by using Braille writer.</td>
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<td>Draws a series of lines to represent a house and a tree.</td>
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<tr>
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<td></td>
<td>Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.</td>
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<td>Makes marks to write down a restaurant order in the dramatic play area.</td>
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<td>Uses an adaptive device to hold a marker to make marks on paper to represent the word “mom.”</td>
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<td>Uses a Braille writer to practice writing a few simple words.</td>
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</tbody>
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* Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

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- Child is not yet at the earliest developmental level on this measure. Explain here:
- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

---

*This page is a draft and is subject to change.*
## Developmental Domain: ELD — English-Language Development

### ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English.

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes a few frequently used words or gestures in the home language and culture in familiar situations</td>
<td>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)</td>
<td>Attends to interactions in English and sometimes participates in activities conducted in English; and shows understanding of a few common English words in familiar contexts or routines</td>
<td>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</td>
<td>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</td>
<td>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</td>
</tr>
</tbody>
</table>

### Examples

- Waves good-bye after an adult communicates, “Good-bye,” in the child’s home language and culture.
- Indicates interest in continuing an activity after an adult pauses and asks to continue in the child’s home language and culture.
- Orient toward a familiar person or thing when it is named in the home language.

- Adds a block to the top of a tower in response to a question in the child’s home language, “Can you make it taller?”
- Passes a book to another child when requested in the child’s home language, having not responded to the same request in English.
- Seeks out and plays with peers who speak the child’s home language, while in the dramatic play area.

- Pauses to listen to peers speaking English for a short period of time while playing in the sandbox.
- Nods head when an adult asks in the sandbox, “Do you want more apples?” while holding up a plate of apple slices.
- Begins to put blocks on a shelf when a peer says in English, “Clean-up time.”

- Points to the ball when a peer says in English, “Where is the ball?” during outdoor play time.
- Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer.
- Approaches the door to go inside when an adult says in English, “It is time to go in for a snack,” and adds, “[Hora de comer!” (“Time to eat!” in Spanish).

- Adds more blocks to a road when a peer communicates in English, “We need a longer road.”
- Pretends to talk on the phone when a peer says in English, “Baby’s sick. Call the doctor.”
- Puts drawing on the counter after an adult requests in English, “Please put your drawing on the counter. It’s wet and it needs to dry.”

- Sorts orange and green squash after an adult says in English, “Let’s separate them by color.”
- Brings a bigger block to a peer in response to a question in English by the peer, “Could you bring me the bigger block?”
- Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.
<table>
<thead>
<tr>
<th>Developmental Domain: ELD — English-Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD 2: Self-Expression in English (Expressive English)</strong></td>
</tr>
<tr>
<td>Child shows increasing progress toward fluency in speaking English</td>
</tr>
</tbody>
</table>

### Mark the latest developmental level the child has mastered:

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

### Examples

- **Discovering Language**
  - Asks for food when hungry, by using a special word, sound, or gesture for food.
  - Communicates from child’s home language, “Mama,” “Dada,” or other word approximations.
  - Reaches for or gestures for an object.

- **Discovering English**
  - Takes an adult’s arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container.
  - Nods, “Yes,” and responds in home language in response to a routine question such as, “Do you want more milk?” while an adult holds up a pitcher of milk.
  - Communicates, “¿Puedo pintar contigo?” [“Can I paint with you?” in Spanish] while approaching a peer who is painting.
  - Communicates, “这是它们的家,” [“This is their home,” in Chinese] while putting some toy animals under a blanket in the dramatic play area.

- **Exploring English**
  - Communicates in English, “Bye,” to a peer when leaving at the end of the day.
  - Greets peers in home language and joins in singing the words “good morning” in English during the daily morning song.
  - Chimes in with, “The end!” in English when an adult finishes reading a story to a small group of children.

- **Developing English**
  - Communicates in English, “Marker,” to ask for a marker from a peer while playing restaurant in the dramatic play area.
  - Communicates in English, “I do a house,” (“I made a house,”) while painting.
  - Communicates to a peer in English, “My turn,” and gestures toward the paper container.
  - Communicates, “The dog 变成一个女士了,” (“The dog turned into a lady,” in English and Chinese) while helping to put a dress on a stuffed dog in the dramatic play area.

- **Building English**
  - Communicates to a peer while playing with play dough, “I make galletitas [“cookies” in Spanish] and pan [“bread” in Spanish]. You like it?” (“I made cookies and bread. Do you like it?”)
  - Communicates to a peer in English, “Come! I show you!” [“Come! I will show you!”] and brings the peer to child’s cubby, where child takes a stuffed animal out of a bag.
  - Communicates in English, “The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tiendita [“the little store” in Spanish].”
  - Communicates in English, “I’m going to cook them now,” while throwing some noodles made with play dough into a toy pot, and later puts “cooked noodles” on a plate and communicates, “Here’s a plate for you,” while handing it to a peer.

- **Integrating English**
  - Communicates in English, “This is happy new year. This is mommy and me. We saw the dragon,” in response to an adult asking, “Tell me about your picture.”
  - Communicates to a peer, “I ate huevitos [“little eggs” in Spanish]. The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tiendita [“the little store” in Spanish].”

### Additional Instructions

- ● Child is not yet at the earliest developmental level on this measure. Explain here:
- ● If you are unable to rate this measure, explain here:
Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language</td>
<td>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</td>
<td>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</td>
<td>Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)</td>
<td>Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)</td>
<td>Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)</td>
</tr>
</tbody>
</table>

Examples

- Looks at pictures in a book for a short time while a familiar adult reads in the home language.
- Reaches to turn the page of a board book as a familiar adult looks at pictures in a book for a short time while a familiar adult reads in the home language.
- Uses simple hand movements to participate during a familiar song or rhyme in the home language.
- Joins in with peers who are singing a song or chanting in child’s home language.
- Looks at pages of a picture book with a peer while an adult reads the book aloud in English.
- Attends to the retelling of a story in English on the flannel board, after the story has been read in child’s home language.
- Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers.
- Gestures at a picture of a baby bear and says, “Baby,” while an adult is reading a book about animals in English to a small group of children.
- Comments in home language about a picture in a book, after hearing other children making comments.
- Repeats the first line of “Five Little Monkeys Jumping on the Bed,” with accompanying hand motions.
- Draws a picture and communicates, “This is spider. This is fly,” after listening to the book The Very Busy Spider.
- Communicates to a peer, “Look! Look! ¡Una oruga!” [“a caterpillar” in Spanish!] Like the book!” while paging through a book Rosie’s Walk was read aloud in English.
- Communicates to a peer, “Sharks have sharp teeth to bite, and they swim fast,” while paging through a book about the ocean.
- Communicates, “Baby bear mad! The girl, she eat it all. Lahat ito!” [“The baby bear is mad! The girl, she ate it all,” in English; “All of it!” in Tagalog] during a teacher-guided discussion in English about The Three Little Bears, which has been read aloud and retold on several occasions with props.
- Communicates most of the words of “Five Little Monkeys Jumping on the Bed” and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.
- Communicates to a peer, “She sat in Papa Bear’s chair. It was enorme [“enormous” in Spanish]. She sat in Baby Bear’s chair. It was really scared,” while playing with flannel-board characters in The Three Little Bears.

Child is not yet at the earliest developmental level on this measure. Explain here:

Child is emerging to the next developmental level

If you are unable to rate this measure, explain here:
**Developmental Domain: ELD — English-Language Development**

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

Child shows an increasing understanding that print in English carries meaning

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

**Examples**

- Points to a picture of a bird in a book when adult communicates in home language the word for “bird.”
- Goes and gets teddy bear after seeing a picture of a bear.
- Sees a photo of mother and communicates in home language, “Mama.”
- Gestures toward a Chinese character representing own name and says name.
- Asks an adult to read a note written in home language by a parent.
- Brings tricycle to a stop when a peer holds up a stop sign.
- Points to a caption written in English under a picture and asks an adult, in home language, what it says.
- Points to the printed word “flower” under a picture of a flower and says, in home language, “That says ‘flower.’”
- Gestures to the title of a book about trucks and communicates to an adult, in home language, “This book is about trucks.”
- Asks, in home language or in English mixed with home language, “What letter is this?” while pointing to the first letter of own name on cubby label.
- Communicates in English, “M,” while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M).
- Gestures toward the letter O on a peer’s name tag after drawing an O in a sand tray.
- Names all the letters in own name correctly one by one, and then gestures at a friend’s name and names several letters, while standing at the name chart.
- Recognizes words posted in the writing center, such as “Mom,” “Dad,” and “love,” after a small group activity about writing letters to family members.
- Identifies labels such as “blocks,” “door,” “books,” or “art” while showing own grandma around the room.
- Communicates to a peer, “Mira, este dice ‘s–t–o–p’” (“Look, this says ‘stop’” in Spanish) while pointing to a stop sign to a Spanish-speaking peer.

- Identifies labels such as “blocks,” “door,” “books,” or “art” while showing own grandma around the room.
- Communicates to a peer, “Mira, este dice ‘s–t–o–p’” (“Look, this says ‘stop’” in Spanish) while pointing to a stop sign to a Spanish-speaking peer.

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Child is not yet at the earliest developmental level on this measure. Explain here:</td>
</tr>
<tr>
<td>○ If you are emerging to the next developmental level, explain here:</td>
</tr>
<tr>
<td>○ If you are unable to rate this measure, explain here:</td>
</tr>
</tbody>
</table>

**Symbol, Letter, and Print Knowledge in English**
## Developmental Domain: COG — Cognition, Including Math and Science

### COG 1: Spatial Relationships
Child increasingly shows understanding of how objects move in space or fit in different spaces

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td></td>
</tr>
<tr>
<td><strong>Moves body parts in basic ways</strong></td>
<td><strong>Attends or responds as objects, people, or own body move through space</strong></td>
<td><strong>Explores how self or objects fit in or fill up different spaces</strong></td>
<td><strong>Takes into account spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities</strong></td>
</tr>
<tr>
<td>• Moves hand to mouth.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Lifts head from an adult’s shoulder.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stretches while lying on back.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>• Turns toward an adult who enters the room.</td>
<td>• Tries to squeeze body between a chair and the legs of a table to get a toy.</td>
<td>• Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter.</td>
<td>• Chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle.</td>
</tr>
<tr>
<td>• Watches and tracks a moving object.</td>
<td>• Fills a purse or bucket, sometimes until it is overflowing.</td>
<td>• Repeatedly rolls various objects down a ramp.</td>
<td>• Stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top.</td>
</tr>
<tr>
<td>• Lifts arms toward an adult as the adult reaches down to pick child up.</td>
<td>• Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle.</td>
<td>• Changes directions to move around several obstacles while pushing a toy shopping cart.</td>
<td>• Maneuvers a ride-on toy (without pedals) around people and objects on the playground, sometimes bumping into things.</td>
</tr>
</tbody>
</table>

- Child is beyond the latest developmental level on this measure  
- Child is emerging to the next developmental level  
- If you are unable to rate this measure, explain here:
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 2: Classification

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Attends to people, objects, or events</td>
</tr>
</tbody>
</table>

**Examples**

- Looks at people's faces.
- Quiets in response to an adult's voice.
- Closes hand around an adult's finger.
- Smiles at a familiar adult's face or voice.
- Reaches for own special blanket or toy from home.
- Turns face away from an approaching unfamiliar adult.
- Looks for the hammer that goes with the pounding bench.
- Looks at another child when the child's parent walks into the room.
- Looks for baby bottle when playing with baby doll.
- Selects the shovels from among toys in the sandbox.
- Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack.
- Picks out some train cars from a box of toys.
- Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile.
- Sorts rocks into two piles, big and small, after a neighborhood walk.
- Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.
- Separates a pile of toy animals by kind (e.g., dogs, cats, and birds).
- Puts crayons, pencils, and markers into different containers.
- Separates a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.
- Separates buttons by color, and then sorts all of them again by shape or size.
- Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes).
- Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.
- Separates tiles into four groups: blue circles, blue squares, red circles, and red squares.
- Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks.
- Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>• Responds to people or objects in basic ways</td>
<td>• Responds to changes in the number of objects observed or interacted with</td>
<td>• Demonstrates awareness of quantity</td>
<td>• Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>• Looks at objects that are hanging from a mobile.</td>
<td>• Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult.</td>
<td>• Identifies small quantities without counting, up to three</td>
<td>• Shows understanding that the last number counted is the total number of objects in the group</td>
</tr>
<tr>
<td></td>
<td>• Calms in response to a familiar adult’s touch.</td>
<td>• Shows excitement when an adult offers another book.</td>
<td>• Counts down loud, “1, 2, 3, 4, 5.” (“One, two, three, four, five,” in Chinese) saying the next number as the next cup is placed on the table.</td>
<td>• Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20</td>
</tr>
<tr>
<td></td>
<td>• Turns toward a familiar adult’s voice.</td>
<td>• Communicates, “More,” during lunch.</td>
<td>• Communicates a desire for two apple slices after noticing that a peer has two apple slices.</td>
<td>• Counts six chairs, then counts seven children, and communicates, “We need one more chair.”</td>
</tr>
<tr>
<td></td>
<td>• Attends to one moving toy on a mobile, then to another.</td>
<td>• Dumps small cars out of a bucket.</td>
<td>• Communicates, “Dos,” (“Two,” in Spanish) and holds up two cups in the play kitchen.</td>
<td>• Counts accurately to 20 while marching.</td>
</tr>
<tr>
<td></td>
<td>• Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult.</td>
<td>• Gestures for more when playing with play dough.</td>
<td>• Communicates, “One, two, five, one, two,” while pointing randomly to objects in a group.</td>
<td>• Counts on fingers to determine how many napkins to get so that each child at a table of six has one.</td>
</tr>
<tr>
<td></td>
<td>• Holds an object in each hand, and then touches the two objects together.</td>
<td>• Shows excitement when an adult offers another book.</td>
<td>• Signs, “Two,” in response to the question of “How old are you?”</td>
<td>• Communicates four pencils and says, “Apat,” (“Four,” in Tagalog) when asked how many pencils there are.</td>
</tr>
<tr>
<td></td>
<td>• Communicates, “Dos,” (“Two,” in Spanish) and holds up two cups in the play kitchen.</td>
<td>• Communicates, “One, two, five, one, two,” while pointing randomly to objects in a group.</td>
<td>• Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.</td>
<td>• Counts ducks in a storybook, “One, two, three, four, five,” and then communicates that there are five.</td>
</tr>
<tr>
<td></td>
<td>• Communicates down, “1, 2, 3, 4, 5.” (“One, two, three, four, five,” in Chinese) saying the next number as the next cup is placed on the table.</td>
<td>• Counts accurately to 20 while marching.</td>
<td>• Counts on fingers to determine how many napkins to get so that each child at a table of six has one.</td>
<td>• Communicates that there are six rocks after counting a collection of six rocks.</td>
</tr>
<tr>
<td></td>
<td>• Chants numbers from one to 10 in order while waiting for a tricycle.</td>
<td>• Counts on fingers to determine how many napkins to get so that each child at a table of six has one.</td>
<td>• Counts accurately to 20 while marching.</td>
<td>• Counts four pencils and says, “Apat,” (“Four,” in Tagalog) when asked how many pencils there are.</td>
</tr>
<tr>
<td></td>
<td>• Counts six chairs, then counts seven children, and communicates, “We need one more chair.”</td>
<td>• Counts accurately to 20 while marching.</td>
<td>• Counts on fingers to determine how many napkins to get so that each child at a table of six has one.</td>
<td>• Counts ducks in a storybook, “One, two, three, four, five,” and then communicates that there are five.</td>
</tr>
</tbody>
</table>

Example:

- **Responding**: Child is emerging to the next developmental level
- **If you are unable to rate this measure, explain here:**
## COG 4: Number Sense of Math Operations

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

**Developmental Domain: COG — Cognition, Including Math and Science**

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
</tbody>
</table>

There are no earlier levels for this measure

**Examples**

- **Demonstrates awareness of quantity**
- **Manipulates objects and explores the change in the number in a group**
- **Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less**
- **Identifies the new number of objects after one object is added to or removed from a set of two or three objects**
- **Uses counting to add or subtract one or two objects to or from a group of at least four objects**
- **Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation**

- Gestures for more when playing with play dough.
- Dumps small cars out of a bucket.
- Communicates, “All gone,” after noticing that there is no more fruit in the bowl.
- Puts objects in a dump truck or container, dumps them out, then puts them back in one at a time.
- Moves toy farm animals into and outside of a toy barn while playing with the farm set.
- Takes objects from two different piles to create a new pile by using a touchscreen tablet or computer.
- Notices when another child’s bowl has more crackers than own bowl, and asks an adult to add crackers to own bowl.
- Communicates, “Ahora tenemos más,” [“Now we have more,” in Spanish] when an adult combines markers from the shelf with some on the table.
- “They’re almost gone,” after taking the next-to-last unit block out of the basket.
- Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.
- Communicates, “Only two left,” when an adult removes a broken wagon from a group of three wagons.
- Gives one of two cars to another child, and then communicates, “Tôi có một cái và bạn có một cái,” [“I have one and you have one,” in Vietnamese].
- Communicates, “I had four hair clips, but I gave one to my sister. Now I have three.”
- Brings six napkins to the table after an adult communicates, “We usually have four children, but today we have two visitors, so how many napkins do we need altogether?”
- Holds up five fingers and then one finger, counts them, and communicates, “Six,” when asked, “If you had five crackers, and you took one more, how many crackers would you have?”

**Children's responses:**

- "Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.
- "Communicates, “Ahora tenemos más,” [“Now we have more,” in Spanish] when an adult combines markers from the shelf with some on the table.
- "They’re almost gone,” after taking the next-to-last unit block out of the basket.
- "Now we have three,” when adding a third snail to the two collected from the yard.
- "Only two left,” when an adult removes a broken wagon from a group of three wagons.
- "Gives one of two cars to another child, and then communicates, “Tôi có một cái và bạn có một cái,” [“I have one and you have one,” in Vietnamese].
- "Communicates, “I had four hair clips, but I gave one to my sister. Now I have three.”
- "Brings six napkins to the table after an adult communicates, “We usually have four children, but today we have two visitors, so how many napkins do we need altogether?”
- "Holds up five fingers and then one finger, counts them, and communicates, “Six,” when asked, “If you had five crackers, and you took one more, how many crackers would you have?”

**If you are unable to rate this measure, explain here:**

**If you are emerging to the next developmental level:**

**If you are not yet at the earliest developmental level on this measure:**
## Developmental Domain: COG — Cognition, Including Math and Science

### COG 5: Measurement

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Earlier</th>
<th>Later</th>
<th>Building</th>
<th>Middle</th>
<th>Later</th>
<th>Earlier</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Examples**

- **Responding**
  - Gestures by holding one hand high in the air to indicate that an adult is tall.
  - Positions arms and legs far apart to “catch” a big ball while sitting on the floor.
  - Finds the big doll when asked to do so.
  - Grunts before picking up an object that might be heavy.

- **Exploring**
  - Makes repeated attempts to put different-sized trucks into a small tunnel.
  - Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse.
  - Pours water or sand back and forth between containers of different sizes.

- **Building**
  - Communicates, “Este es más largo,” [“This one is longer,” in Spanish] when placing train tracks side by side to check which is longer.
  - Chooses the bigger of two buckets when asked to bring the one that will hold more water.
  - Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.

- **Integrating**
  - Communicates, “This pumpkin is so heavy.”
  - Communicates, “My braid goes down my back. It’s long.”
  - Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.

**If you are unable to rate this measure, explain here:**

- Child is not yet at the earliest developmental level on this measure. Explain here:
- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 6: Patterning**

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

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
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<tr>
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<tr>
<td></td>
<td><strong>There are no earlier levels for this measure</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

- Watches intently and waves hands while adult sings “Open, shut them” song.
- Watches another child hit drum twice, followed by adult hitting the drum twice.
- Notices and responds to simple repeating sequences
- Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions
- Matches simple sequences that are seen, heard, or experienced
- Attempts to create simple repeating patterns (with two elements)
- Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
- Creates, copies, or extends complex patterns (with three or more elements)

- Pays attention to and attempts to follow the sequence as an adult claps, taps, claps, and taps.
- Follows snack-time routines with reminders to wash hands, go to the snack area, and sit at a table.
- Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.
- Continues a simple repeating pattern of drumbeats, started by an adult.
- Adds cubes to continue red-yellow-blue pattern.
- Makes up a rhythmic sequence by clapping, patting, and stomping.
- Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.
- Sings “E-I-E-I-O” and some animal sounds during the song “Old MacDonald’s Farm.”
- Follows the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book Brown Bear, Brown Bear, What Do You See?
-Lines up farm animals in the same order as a peer does.
- Repeats series of actions of touching head, shoulders, knees, and toes during the song “Head, Shoulders, Knees, and Toes.”
- Repeats the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book Brown Bear, Brown Bear, What Do You See?
- Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.
- Claps, stomps, and then repeats.
- Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).
- Continues a simple repeating pattern of drumbeats, started by an adult.
- Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block.
- Extends a simple repeating pattern of colors on a computer, using a touch screen.
- Adds cubes to continue red-yellow-blue pattern.
- Makes up a rhythmic sequence by clapping, patting, and stomping.
- Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.

- Sings “E-I-E-I-O” and some animal sounds during the song “Old MacDonald’s Farm.”
- Follows the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book Brown Bear, Brown Bear, What Do You See?
-Lines up farm animals in the same order as a peer does.
- Repeats series of actions of touching head, shoulders, knees, and toes during the song “Head, Shoulders, Knees, and Toes.”
- Repeats the refrain, “Brown bear, brown bear, what do you see?” as an adult reads from the book Brown Bear, Brown Bear, What Do You See?
- Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.
- Claps, stomps, and then repeats.
- Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).
- Continues a simple repeating pattern of drumbeats, started by an adult.
- Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block.
- Extends a simple repeating pattern of colors on a computer, using a touch screen.
- Adds cubes to continue red-yellow-blue pattern.
- Makes up a rhythmic sequence by clapping, patting, and stomping.
- Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.
## COG 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
</tbody>
</table>

- There are no earlier levels for this measure

### Examples

- **Responding**
  - Feels along the edges of a triangle.
  - Puts one or two rings on a ring stack.
  - Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table.
  - Moves along a line of a circle painted on the pavement in an outdoor play area.

- **Exploring**
  - Feels along the edges of a triangle.
  - Puts one or two rings on a ring stack.
  - Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table.
  - Moves along a line of a circle painted on the pavement in an outdoor play area.

- **Building**
  - Places different-shaped blocks on shelves labeled with matching shapes.
  - Uses ink stamps to make a row of circles and a row of squares.
  - Chooses blocks of the same shape to build a tower with a peer.
  - Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game.
  - Communicates, “Ahora haré el triángulo,” (“Next, I’ll do the triangle,” in Spanish) after placing a square in a puzzle.
  - Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.
  - Communicates that the face in a figure drawing is a circle.
  - Communicates, “It’s an upside-down triangle,” after noticing a yield sign.
  - Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.
  - Communicates that a triangle has three sides and a square has four sides.
  - Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.

- **Integrating**
  - Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.
  - Communicates that a triangle has three sides and a square has four sides.
  - Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.
**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 8: Cause and Effect**
Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Responds or shows anticipatory excitement to people, objects, or actions</td>
</tr>
</tbody>
</table>

**Examples**

- **Responding**
  - Widens eyes or opens mouth when a bottle or breast is presented.
  - Quiets in response to an adult’s voice.
  - Orient to a music toy nearby.

- **Exploring**
  - Shakes a rattle, pauses, then shakes it again.
  - Kicks repeatedly at a mobile to make it move.
  - Vocalizes, gains a familiar adult’s attention, and vocalizes again.

- **Building**
  - Pulls an adult’s hand to child’s face to continue a game of peek-a-boo.
  - Makes a game of pushing different objects off a table, watching or listening as they fall.
  - Presses different buttons on a toy and notices what happens.

- **Integrating**
  - Pours water into a water wheel to make it spin.
  - Puts hands over ears before someone pops a balloon or makes another type of loud noise.
  - Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.

- **Earlier**
  - Communicates, “The ice melted and made water because it’s hot in the sun.”
  - Points to wilted leaves on a plant and communicates that the plant needs water.

- **Middle**
  - Communicates to a peer about how to feed the fish: “We have to give it a little bit of food every day. If we give it too much, it will get sick.”

- **Later**
  - Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it.

**COG 8**

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### COG 9: Inquiry Through Observation and Investigation

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

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
</tbody>
</table>

- **Responds to people, things, or sounds**
  - Attends to responses of objects and people that result from own actions
  - Shows interest in people or things in the environment
  - Engages in simple purposeful explorations of familiar objects in the environment
  - Engages in sustained explorations
  - Engages in detailed observations and complex investigations of objects and events in the environment

- **Examples**
  - Makes a sound and then waits for adult’s response.
  - Mouths an object and then looks at it.
  - Bangs objects one at a time and then observes what happens each time.
  - Drops rocks into water and watches what happens.
  - Follows a trail of ants to see where they are going.
  - Stacks blocks to see how high they can go before falling over.
  - Explores how a wind-up toy works that has been placed on the child's lap.
  - Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too.
  - Digs “road” in sand, pours in water, and then checks to see if water ran to the end.
  - Notices a drooping plant and comments, “How can we make it better?” and tries different ways to support it, such as holding it or leaning it against something.
  - Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.
  - Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, “I think this bean plant grew taller because it got more sun next to the window.”
  - Participates in setting up a chart to observe how long it will take for a silkworm to create a cocoon and turn into a butterfly.

#### If you are unable to rate this measure, explain here:

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

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**COG 9**

Inquiry Through Observation and Investigation

**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool – Draft May 12, 2015**

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Page 35 of 56
### Developmental Domain: COG — Cognition, Including Math and Science

**COG 10: 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.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td></td>
<td>Identifies objects or events in the environment</td>
<td>Communicates simple observations about objects or events in the environment</td>
<td>Communicates similarities or differences in the characteristics of objects</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Examples

- **Responding**
  - Points to bunny in its pen, then points to picture of a bunny.
  - Touches toy oven and communicates, “hot.”
  - Communicates, “Lunch!” after observing plates of food come to the table.

- **Exploring**
  - Watches a bird outside, gets an adult’s attention, and then pretends to be a bird by flapping arms and making sounds like a bird.
  - Walks through a puddle, stomping feet hard to splash the water, and communicates that child can make a big splash.
  - Communicates, “La pelota es grande,” [“The ball is big,” in Spanish] while trying to pick up a large beach ball.

- **Building**
  - Gathers several rocks while outside and indicates which are heavy and which are light.
  - Communicates, “This one has a leaf, but that one doesn’t,” after an adult asks, “How are our plants doing?”
  - Communicates, “The grapefruit is big. The lemon is small.”
  - Uses sign language to describe what a worm feels like and what a caterpillar feels like.
  - Looks at an ant through a magnifying glass, and then draws a simple picture of what it looked like.
  -Communicates, “The one has a leaf, but that one doesn’t,” after an adult asks, “How are our plants doing?”
  - Communicates, “The one has a leaf, but that one doesn’t,” after an adult asks, “How are our plants doing?”
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings.
  - Glues pumpkin, watermelon, and apple seeds on a page and communicates which is biggest and which is smallest.
  - Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.

- **Integrating**
  - Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings; and communicates about findings, related ideas, or simple explanations.
  - Collaborates in collecting data, using tally marks to show objects that stick to a magnet and objects that do not, and shares results in a discussion facilitated by an adult.
  - Sorts flannel-board animals into two columns—animals that live in the water and animals that live on land—and communicates, “Some animals that live in the water have fins.”
  - Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers.

- **Middle**
  - Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
  - Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings.

- **Later**
  - Uses sign language to describe what a worm feels like and what a caterpillar feels like.
  - Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers.

- **If you are unable to rate this measure, explain here:**

- **Child is not yet at the earliest developmental level on this measure. Explain here:**

- **Child is emerging to the next developmental level:**
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 11: Knowledge of the Natural World

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

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Attends to people, objects, or events</td>
<td>Interacts with objects or people</td>
<td>Shows interest in the characteristics of living or nonliving things in the environment</td>
<td>Explores how objects in the natural world will behave or function</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>• Looks at the movement of a mobile.</td>
<td>• Shows pleasure during a playful interaction with adult during feeding.</td>
<td>• Touches the leaves of a plant.</td>
<td>• Taps a rock on another rock, then on the pavement.</td>
</tr>
<tr>
<td>• Quiets when an adult moves close.</td>
<td>• Touches around when hearing a cat &quot;meow.&quot;</td>
<td>• Pours sand through a funnel.</td>
<td>• Communicates, &quot;My puppy likes to eat a lot because he's growing and getting bigger.&quot;</td>
</tr>
<tr>
<td>• Orient in the direction of a sound, touch, or gesture.</td>
<td>• Rubs hands over a smooth rock during outdoor play.</td>
<td>• Walks through a puddle, stomping feet hard to splash the water.</td>
<td>• Observes that the water is below the roots in a sweet-potato jar and adds more water.</td>
</tr>
<tr>
<td>• Touches the leaves of a plant.</td>
<td>• Goes to cage where classroom pet is kept.</td>
<td>• Watches a frog, then moves back when the frog jumps.</td>
<td>• Communicates, &quot;The clouds are moving so fast. They cover the sun and then I can't see it.&quot;</td>
</tr>
<tr>
<td>• Makes repeated attempts to grab at a family pet's fur.</td>
<td>• Communicates, &quot;It needs lettuce to grow. All animals need food.&quot; in Chinese.</td>
<td>• Communicates, &quot;The clouds are moving so fast. They cover the sun and then I can't see it.&quot;</td>
<td>• Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges.</td>
</tr>
<tr>
<td>• Communicates, &quot;You find worms in the dirt and bees on the flowers.&quot;</td>
<td>• Feeds a rabbit and then explains, &quot;它要長大需要吃青菜.所有動物都要吃東西.&quot; (&quot;It needs lettuce to grow. All animals need food.&quot; in Chinese).</td>
<td>• Communicates, &quot;Fish can breathe underwater, but we have to hold our breath.&quot;</td>
<td>• Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better.</td>
</tr>
</tbody>
</table>

- ○ Child is emerging to the next developmental level
- ○ If you are unable to rate this measure, explain here:
**PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts**

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</td>
<td>Responds to sensory information by moving body or limbs to reach for or move toward people or objects</td>
<td>Uses sensory information to control body while exploring people, objects, or changes in the physical environment</td>
<td>Demonstrates awareness of major body parts by exploring their movement potential</td>
</tr>
<tr>
<td>Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance</td>
<td>Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Examples

- **Responding**
  - Turns head in response to a light being turned on.
  - Quiets in response to an adult singing.
  - Responds to being touched on the cheek.
  - Moves toward a familiar adult while being picked up.
  - Bats or kicks at a hanging mobile.
  - Turns toward, then grasps, a rattle being shaken.
  - Gazes at, then reaches toward, glasses on someone's face.

- **Exploring**
  - Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap.
  - Repositions body in order to manipulate levers and buttons on a busy box.
  - Dabs fingers in water before placing whole hand in.
  - Pats play dough with whole hand, then leans forward to roll it.

- **Building**
  - Participates in songs or games requiring movement of specific body parts.
  - Moves arm up and down, with increasing momentum, to shake bells louder.
  - Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.

- **Integrating**
  - Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.
  - Raises knees high when following an adult marching.
  - Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."
  - Carries a large-sized empty box through a doorway, with the help of another child.

#### If you are unable to rate this measure, explain here:

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 2: Gross Locomotor Movement Skills

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Moves two or more body parts together, often with intention</td>
<td>Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom</td>
<td>Coordinates basic movements in whole body while upright, using support</td>
</tr>
</tbody>
</table>

**Examples**

- **Responding**
  - Turns head in response to stimulation or nourishment.
  - Turns head to seek source of stimulation or nourishment.
  - Responds involuntarily to a sudden loud noise or movement by extending arms and legs.

- **Exploring**
  - Turns head and reaches for a toy.
  - Kicks at a mobile when lying on back.
  - Rolls from stomach to back or from back to stomach.

- **Building**
  - Creeps or crawls toward a familiar adult.
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
  - Takes steps sideways or forward while holding onto furniture.
  - Walks forward steadily while pushing a cube chair.
  - Pulls up to a standing position while grasping an adult’s hands.
  - Stands up with support of a mobility aid, such as a walker.
  - Walks forward with a wide base (legs farther apart) and arms held high.
  - Stands up from squatting, unassisted, after picking up a toy.
  - Walks with one object in each hand.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.

- **Integrating**
  - Runs with short, uneven steps, arms to the side, and often loses balance.
  - Crouches down and attempts to jump up, with heels barely coming off of the ground.
  - Hops with two feet leaving the ground momentarily.
  - Runs with short strides, and sometimes has difficulty stopping.
  - Moves along a low balance beam or along the side of a curb, stepping sideways.
  - Navigates changes in surface and direction, using a mobility aid, such as a walker.
  - Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).
  - Crouches down and then jumps forward using both legs.
  - Swings arms back and then forward in preparation for jumping.
  - Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

- **Child is emerging to the next developmental level**
- **If you are unable to rate this measure, explain here:**
## Developmental Domain: PD-HLTH — Physical Development–Health

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

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>Middle</td>
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<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
</tbody>
</table>

**Moves in basic and often involuntary ways**

- Uses arms, legs, or body to move toward or reach for people or objects
- Uses arms, legs, or body to engage in simple, repeated actions on objects
- Manipulates objects, using one or more body parts, with stability but limited coordination
- Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
- Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities

**Examples**

- Kicks legs.
- Extends arm.
- Flexes foot.
- Moves in basic and often involuntary ways
- Uses arms, legs, or body to move toward or reach for people or objects
- Uses arms, legs, or body to engage in simple, repeated actions on objects
- Manipulates objects, using one or more body parts, with stability but limited coordination
- Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
- Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities

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- Kicks legs.
- Extends arm.
- Flexes foot.
- Moves in basic and often involuntary ways
- Uses arms, legs, or body to move toward or reach for people or objects
- Uses arms, legs, or body to engage in simple, repeated actions on objects
- Manipulates objects, using one or more body parts, with stability but limited coordination
- Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
- Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities

- Bangs a cup on a table.
- Splashes in water.
- Kicks table leg while seated for snack.
- Moves to a ball, pushes it away, then moves toward it and pushes it again.
- Picks up and drops blocks while holding onto a low table.
- Sits with legs apart and traps a rolling ball with arms.
- Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.
- Crawls under table to retrieve a block; then crawls back out while holding the block.
- Raises arm to throw a beanbag without moving feet, but loses balance.
- Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.
- Catches a ball while in a stationary position, using arms to bring it in and hold it against body.
- Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.
- Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp.
- Swings leg back to kick a stationary ball while standing in place.
- Hands out carpet squares to peers at circle time, sometimes dropping them.
- Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it.
- Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), maintaining balance.
- Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.
- Uses hands to catch a beanbag tossed to either side of the body.
- Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.
- Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.
- Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net.
- Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left foot forward, right arm back), maintaining balance.
- Bounces a ball several times while walking.

**Mark the latest developmental level the child has mastered:**

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
Developmental Domain: PD-HLTH — Physical Development–Health

**PD-HLTH 4: Fine Motor Manipulative Skills**

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks*

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Moves arms or hands in basic ways</td>
<td>Uses arms or hands to make contact with objects in the environment</td>
<td>Grasps objects with entire hand</td>
<td>Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects</td>
<td>Manipulates objects with both hands doing different movements</td>
</tr>
<tr>
<td></td>
<td>• Holds a stuffed toy against body.</td>
<td>• Uses fingers and palm to grasp toys of different shapes or sizes.</td>
<td>• Lifts a cup to mouth with both hands, but may spill some.</td>
<td>• Uses scissors to cut out simple shapes (e.g., circle, square) on paper.</td>
</tr>
<tr>
<td></td>
<td>• Pulls an object closer, using a raking motion.</td>
<td>• Holds a stacking ring with full fist.</td>
<td>• Scrabbles back and forth on pavement with sidewalk chalk, using one hand.</td>
<td>• Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand.</td>
</tr>
<tr>
<td></td>
<td>• Pushes hands against an adult.</td>
<td>• Holds a spoon, using thumb and fingers.</td>
<td>• Grasps and turns a doorknob, but may not have strength or coordination to open the door.</td>
<td>• Peels a banana or orange after adult starts the peel.</td>
</tr>
<tr>
<td></td>
<td>• Curls fingers around an adult’s finger.</td>
<td>• Pinches cereal pieces between finger and thumb.</td>
<td>• Holds play dough with one hand while cutting it with a wooden knife.</td>
<td>• Unfastens buckle on chest strap of wheelchair.</td>
</tr>
<tr>
<td></td>
<td>• Brings fist to mouth.</td>
<td>• Holds a spoon with full fist while being fed by an adult with another spoon.</td>
<td>• Steadies a container of block accessories on lap while picking out the tree-shaped blocks.</td>
<td>• Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.</td>
</tr>
<tr>
<td></td>
<td>• Makes small movements of arms and hands near the sides of body.</td>
<td>• Picks up a stacking ring, using fingers and thumb.</td>
<td>• Scoops sand into a container with one hand while holding the container with other hand.</td>
<td>• Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions.</td>
</tr>
</tbody>
</table>

### Examples

- Curls fingers around an adult’s finger.
- Brings fist to mouth.
- Makes small movements of arms and hands near the sides of body.
- Holds a stuffed toy against body.
- Pulls an object closer, using a raking motion.
- Pushes hands against an adult.
- Uses fingers and palm to grasp toys of different shapes or sizes.
- Holds a stacking ring with full fist.
- Holds a spoon, using thumb and fingers.
- Pinches cereal pieces between finger and thumb.
- Holds a spoon with full fist while being fed by an adult with another spoon.
- Lifts a cup to mouth with both hands, but may spill some.
- Scrabbles back and forth on pavement with sidewalk chalk, using one hand.
- Grasps and turns a doorknob, but may not have strength or coordination to open the door.
- Holds play dough with one hand while cutting it with a wooden knife.
- Steadies a container of block accessories on lap while picking out the tree-shaped blocks.
- Scoops sand into a container with one hand while holding the container with other hand.
- Uses scissors to cut out simple shapes (e.g., circle, square) on paper.
- Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand.
- Peels a banana or orange after adult starts the peel.
- Unfastens buckle on chest strap of wheelchair.
- Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.
- Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions.
- Makes a necklace by stringing a variety of small beads with narrow holes.
- Uses a computer mouse to draw details of a picture on a computer screen.
- Rotates pencil within the hand to use the eraser when scribbling with a pencil.
- Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

* Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.

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○ Child is emerging to the next developmental level
○ If you are unable to rate this measure, explain here:
**Developmental Domain: PD-HLTH — Physical Development–Health**

### PD-HLTH 5: Safety

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
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</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Reacts to unpleasant stimulation or events in basic ways</td>
</tr>
</tbody>
</table>

**Examples**

- Starts after hearing a loud noise.
- Closes eyes in response to a bright light.
- Cries when touched by a cold washcloth.

- Turns away from a loud noise.
- Clings to a familiar adult after the adult's grip loosens while child is being carried.
- Cries when an unfamiliar adult approaches.

- Turns away from an unfamiliar adult and moves toward a familiar adult.
- Looks to a familiar adult before moving down a ramp.
- Cries and looks for a familiar adult for comfort after falling down.

- Stops running and walks after a familiar adult communicates, "Use walking feet."
- Pats the classroom pet gently when a familiar adult communicates, "Gentle touches."
- Accepts a familiar adult's hand and holds it when requested to before crossing the street.

- Cleans up spills during a cooking activity.
- Waits turn to climb ladder on outside play equipment, with an adult reminder.

- Communicates, "I wait for the walk sign and hold my mom's hand before I cross the street."
- Holds out arm to stop a peer from walking through a spill on the floor.
- Communicates, "Slow down! No running inside!" to a peer.

* Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.

○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:
### Developmental Domain: PD-HLTH — Physical Development–Health

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

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

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

**Examples**

- Looks at an adult’s face, or quiets, during a diaper change.
- Closes eyes when face is washed.
- Kicks legs during a diaper change.
- Attends to an adult’s actions during diapering routine.
- Grabs for the washcloth as an adult washes child’s face.
- Shows excitement during bathtime.
- Pulls at diaper or pants when diaper needs to be changed.
- Puts hands under a faucet before an adult starts to turn on the water.
- Turns head toward or away from a tissue when an adult tries to wipe child’s nose.
- Communicates to an adult the need for help with toileting or for a diaper change.
- Rubs hands together under a faucet after an adult turns the water on.
- Tries to blow nose into a tissue held by an adult.
- Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
- Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.
- Gets own toothbrush and gives it to an adult after meals when asked.
- Uses the toilet on own, and flushes after adult reminder.
- Washes and partially dries hands, and then dries them completely when suggested to by an adult.
- Takes toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth.
- Uses the toilet on own, sometimes forgetting to do one step, such as washing hands.
- Washes hands before eating and usually remembers to use soap.
- Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.
- Uses toilet on own, completing all steps, including washing hands.
- Coughs and sneezes into elbow most of the time.
- Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

- Communicates to an adult the need for help with toileting or for a diaper change.
- Rubs hands together under a faucet after an adult turns the water on.
- Tries to blow nose into a tissue held by an adult.
- Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
- Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.
- Gets own toothbrush and gives it to an adult after meals when asked.
- Uses the toilet on own, and flushes after adult reminder.
- Washes and partially dries hands, and then dries them completely when suggested to by an adult.
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- Uses toilet on own, completing all steps, including washing hands.
- Coughs and sneezes into elbow most of the time.
- Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

- Communicates to an adult the need for help with toileting or for a diaper change.
- Rubs hands together under a faucet after an adult turns the water on.
- Tries to blow nose into a tissue held by an adult.
- Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
- Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.
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- Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.
- Uses toilet on own, completing all steps, including washing hands.
- Coughs and sneezes into elbow most of the time.
- Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

- Communicates to an adult the need for help with toileting or for a diaper change.
- Rubs hands together under a faucet after an adult turns the water on.
- Tries to blow nose into a tissue held by an adult.
- Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
- Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.
- Gets own toothbrush and gives it to an adult after meals when asked.
- Uses the toilet on own, and flushes after adult reminder.
- Washes and partially dries hands, and then dries them completely when suggested to by an adult.
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- Uses the toilet on own, sometimes forgetting to do one step, such as washing hands.
- Washes hands before eating and usually remembers to use soap.
- Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.
- Uses toilet on own, completing all steps, including washing hands.
- Coughs and sneezes into elbow most of the time.
- Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

- Communicates to an adult the need for help with toileting or for a diaper change.
- Rubs hands together under a faucet after an adult turns the water on.
- Tries to blow nose into a tissue held by an adult.
- Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
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- Washes hands before eating and usually remembers to use soap.
- Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.
- Uses toilet on own, completing all steps, including washing hands.
- Coughs and sneezes into elbow most of the time.
- Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.
### Developmental Domain: PD-HLTH — Physical Development–Health

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

Child responds to feeding and feeds self with increasing proficiency

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds in basic ways during feeding</td>
<td>Shows interest in participating in the process of being fed</td>
<td>Feeds self some finger food items</td>
<td>Feeds self on own, using utensils or an open cup</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>- Turns toward an adult’s touch during feeding.</td>
<td>- Closes lips around food on a spoon.</td>
<td>- Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.</td>
<td></td>
</tr>
<tr>
<td>- Sucks on the nipple of a bottle or breast.</td>
<td>- Puts one or both hands on a bottle or breast while being held during feeding.</td>
<td>- Drinks from an open cup while an adult guides the cup.</td>
<td>- Serves self from a serving bowl, using a large spoon, while someone else holds the bowl.</td>
</tr>
<tr>
<td>- Gazes at or nuzzles up to an adult when feeding.</td>
<td>- Reaches for a spoon while being fed.</td>
<td>- Drinks water from a small open cup.</td>
<td>- Pours from a small pitcher, with some spilling.</td>
</tr>
<tr>
<td></td>
<td>- Shows excitement as an adult approaches with a bottle or bowl.</td>
<td>- Uses an adaptive plate and spoon to feed self when positioned functionally.</td>
<td>- Takes the shell off of a hard-boiled egg.</td>
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<tr>
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<tr>
<td>• Child is emerging to the next developmental level</td>
<td>• Child is emerging to the next developmental level</td>
<td>• Child is emerging to the next developmental level</td>
<td>• Child is emerging to the next developmental level</td>
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<tr>
<td>• If you are unable to rate this measure, explain here:</td>
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<td>• If you are unable to rate this measure, explain here:</td>
<td>• If you are unable to rate this measure, explain here:</td>
</tr>
</tbody>
</table>

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### Developmental Domain: PD-HLTH — Physical Development–Health

#### PD-HLTH 8: Personal Care Routines: Dressing
Child develops and refines ability to dress self

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Child is emerging to the next developmental level</td>
<td>Child is emerging to the next developmental level</td>
<td>Child is emerging to the next developmental level</td>
<td>Child is emerging to the next developmental level</td>
</tr>
</tbody>
</table>

- **Examples**
  - Cries or fusses when diaper is changed.
  - Looks at adult while being dressed.
  - Blinks eyes as clothing is placed over head.
  - Shifts body as an adult puts a clean diaper on child.
  - Squirms to avoid having shirt being pulled over the head while being dressed.
  - Allows an adult to move child’s arms while removing child’s jacket.
  - Extends arms out when an adult approaches with a jacket.
  - Leans toward an adult while a shirt is being put on child.
  - Sits down and extends feet for an adult to put shoes on child.
  - Pushes arms through the sleeves of a shirt held by an adult.
  - Lifts smock for an adult to pull it over child’s head.
  - Slips foot into shoe while an adult holds it open.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.
  - Puts legs through pant legs with adult assistance, and then pulls up pants on own.
  - Puts own jacket up, but needs adult assistance with starting the ziper.
  - Buttons own jacket.
  - Zips own pants.
  - Puts own shoes and fastens tabs.
  - Changes into T-shirt and sweatpants on own after water play.
  - Puts own socks and shoes, but needs shoes tied or tabs fastened.
  - Zips and snaps own pants.

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

- **Examples**
  - Extends arms out when an adult approaches with a jacket.
  - Leans toward an adult while a shirt is being put on child.
  - Sits down and extends feet for an adult to put shoes on child.
  - Pushes arms through the sleeves of a shirt held by an adult.
  - Lifts smock for an adult to pull it over child’s head.
  - Slips foot into shoe while an adult holds it open.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.
  - Puts legs through pant legs with adult assistance, and then pulls up pants on own.
  - Puts own jacket up, but needs adult assistance with starting the ziper.
  - Buttons own jacket.
  - Zips and snaps own pants.

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

- **Examples**
  - Cries or fusses when diaper is changed.
  - Looks at adult while being dressed.
  - Blinks eyes as clothing is placed over head.
  - Shifts body as an adult puts a clean diaper on child.
  - Squirms to avoid having shirt being pulled over the head while being dressed.
  - Allows an adult to move child’s arms while removing child’s jacket.
  - Extends arms out when an adult approaches with a jacket.
  - Leans toward an adult while a shirt is being put on child.
  - Sits down and extends feet for an adult to put shoes on child.
  - Pushes arms through the sleeves of a shirt held by an adult.
  - Lifts smock for an adult to pull it over child’s head.
  - Slips foot into shoe while an adult holds it open.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.
  - Puts legs through pant legs with adult assistance, and then pulls up pants on own.
  - Puts own jacket up, but needs adult assistance with starting the ziper.
  - Buttons own jacket.
  - Zips and snaps own pants.

- **If you are unable to rate this measure, explain here:**
### Developmental Domain: PD-HLTH — Physical Development—Health

#### PD-HLTH 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity*

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
</tr>
</tbody>
</table>
| • Pushes a wheeled toy for a short distance.  
  • Climbs up a small slide, sits down, slides, and then goes to another activity.  
  • Puts toys in a wagon and pulls the wagon around the room.  
  • Lies prone on a scooter board and uses hands to push self around the room. | • Pushes a wheeled toy for a short distance.  
  • Climbs up a small slide, sits down, slides, and then goes to another activity.  
  • Puts toys in a wagon and pulls the wagon around the room.  
  • Lies prone on a scooter board and uses hands to push self around the room.  
  • Hops with two feet, pauses, and then hops again, while pretending to be a bunny.  
  • Runs to the ladder of a slide outdoors, climbs the ladder, and slides.  
  • Holds a drum and marches with a peer during part of a song. | • Jumps, moves, and waves a streamer in different ways while moving around the playground in a parade.  
  • Joins a group of peers kicking and chasing a soccer ball around a play yard.  
  • Rides around the bike trail several times.  
  • Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play. | • Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times.  
  • Joins a group of children playing chase, while propelling own wheelchair.  
  • Initiates a dance activity, keeping up with a fast beat until the music ends. |

#### Examples

- Child is not yet at the earliest developmental level on this measure. Explain here:
- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

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* Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child’s capacity for engaging in vigorous active physical play, in which a child’s heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.
### PD-HLTH 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
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<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
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<td>Middle</td>
<td>Later</td>
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<td></td>
<td>Earlier</td>
</tr>
</tbody>
</table>

**Examples**

- **Responding**
  - Shows a preference for several favorite foods

- **Exploring**
  - Shows interest in a variety of foods
  - Recognizes or identifies a variety of foods
  - Demonstrates knowledge of the characteristics of a variety of foods
  - Shows awareness that some foods are more healthful than others

- **Integrating**
  - Communicates simple explanations about the healthfulness of different food choices
  - Communicates, “This rice is sticky.”
  - Communicates, “I like mangos. They’re sweet.”
  - Communicates, during pretend play, “First we eat vegetables, and later we can have dessert.”

- **Building**
  - Communicates, “Me gustan las bananas y las manzanas,” (“I like bananas and apples,” in Spanish) when selecting bananas and apples from a plate of sliced fruit.
  - Communicates, “This rice is sticky.”
  - Communicates, “I like mangos. They’re sweet.”
  - Communicates, “Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans,” (“My mama said that I will grow big and strong if I eat my beans,” in Tagalog).
  - Communicates, “Broccoli is good for you,” when eating broccoli.

- **Middle**
  - Communicates, “Me gustan las bananas y las manzanas,” (“I like bananas and apples,” in Spanish) when selecting bananas and apples from a plate of sliced fruit.
  - Communicates, “This rice is sticky.”
  - Communicates, “I like mangos. They’re sweet.”
  - Communicates, “Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans,” (“My mama said that I will grow big and strong if I eat my beans,” in Tagalog).
  - Communicates, “Broccoli is good for you,” when eating broccoli.

- **Later**
  - Communicates, “Me gustan las bananas y las manzanas,” (“I like bananas and apples,” in Spanish) when selecting bananas and apples from a plate of sliced fruit.
  - Communicates, “This rice is sticky.”
  - Communicates, “I like mangos. They’re sweet.”
  - Communicates, “Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans,” (“My mama said that I will grow big and strong if I eat my beans,” in Tagalog).
  - Communicates, “Broccoli is good for you,” when eating broccoli.

- **Earliest**

---

○ Child is not yet at the earliest developmental level on this measure. Explain here:

○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:
### HSS 1: Sense of Time

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

#### Mark the latest developmental level the child has mastered:

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- **There are no earlier levels for this measure**

**Examples**

- **Responding**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Exploring**
  - Recalls familiar routines, people, activities, or places, anticipating their occurrence
  - Communicates about or acts out events that just happened;
    - and
    - Asks about activities that will happen soon
  - Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen

- **Building**
  - Relates past events to one another or to the present;
    - and
    - Plans for the near future
  - Distinguishes what happened a long time ago from what happened in the recent past, or
  - Distinguishes what will happen in the near future from what will happen much later

- **Integrating**
  - 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

#### Examples

- Goes to wash hands when other children go to wash hands.
- Puts backpack and coat in cubby during morning arrival.
- Puts plate into dishes bin after lunch.
- Gestures or signs for favorite blanket, as part of getting ready for naptime, after finishing lunch.
- Asks or gestures to ring the clean-up bell when it is clean-up time.
- Waits by the door for a familiar peer who usually arrives after breakfast.
- Communicates about seeing a dog and a squirrel, after coming back from a walk.
- Communicates to an adult, when coming into a room, “We dug in the dirt and planted seeds.”
- Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago.
- Communicates, using a communication board, “We are going to the zoo,” when an adult asks where they are going tomorrow.
- Communicates, using a communication board, “I will be in this school this year, but next year, I will be at my sister’s school.”
- Communicates, “下個星期我媽媽要過生日，今天我要給媽媽做個賀卡,” [“I’m going to make a card today for my mom’s birthday next week,” in Chinese].”
## Developmental Domain: HSS — History–Social Science

### HSS 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.

Mark the latest developmental level the child has mastered:

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There are no earlier levels for this measure.

Participates in activities that are related to specific environments.

Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them.

Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom).

Recognizes the routes between familiar locations.

Communicates about the relative distances between familiar locations, including details about those locations.

Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them.

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### Examples

- Joins other children who are sitting together on the rug.
- Puts paint brushes back in holder before leaving paint area.
- Puts cars into car bin during clean-up time.
- Puts picture into the “Who’s here today?” pocket chart hanging near the classroom door during morning arrival.
- Shows cubby to family member upon arrival at child care.
- Goes to the sink to wash hands before finding a place at the table for breakfast.
- Takes an adult’s hand after being helped with putting on a jacket, and then points outside to the sandbox.
- Asks, “¿Quién es ella?” (“Who’s that?” in Spanish) when a peer’s grandma comes to visit.
- Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time.
- Communicates to an adult, “Where are the puzzles?” after going to the shelf where puzzles are usually kept and finding that the puzzles are not there.
- Communicates, “We go that way,” while on the way down the hall from the classroom to the bathroom.
- Uses a communication board to ask to go by a favorite playground, when planning a walk.
- Communicates, “This is the wrong way!” when mother takes an unfamiliar route to the grocery store.
- Communicates, “It snows where my auntie lives, but not here because it’s hot.”
- Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live.
- Describes a trip to a farmers’ market and communicates, “That grocery store is outside! Not like our grocery store.”

---

- CHild is not yet at the earliest developmental level on this measure. Explain here:

- CHild is emerging to the next developmental level

- If you are unable to rate this measure, explain here:
## HSS 3: Ecology

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

### Mark the latest developmental level the child has mastered:

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- **Examples**
  - Points to the class guinea pig in a cage.
  - Notices a bug near the sandbox.
  - Looks briefly as butterfly goes by.
  - Smells blossoms or feels leaves of a plant.
  - Follows around or tries to pet a neighbor’s cat or dog, as reported by a family member.
  - Watches goldfish intently as it swims in the fish tank.
  - Feeds the fish, with adult assistance in measuring the food.
  - Communicates about helping daddy feed the dog because it was hungry.
  - Comments that the boy in a story watered his pumpkin seed so it would grow.
  - Communicates that a pet’s cage needs to be cleaned.
  - Communicates that the bunny needs to be in the shade.
  - Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade.
  - Puts a blanket down to make a soft bed for the dog in pretend play.
  - Pours water around base of newly planted flowers rather than on top of the plant.
  - Communicates to another child, “Just use one paper towel so we can save trees.”
  - Communicates to peers, “Huwag mo ng ihagis ang basura sa tubig. Nakasasakit ito sa isda,” (“Don’t throw stuff in the water. It hurts the fish,” in Tagalog).”
  - Reminds a peer to turn the water all the way off while washing hands, to help save water.
  - Communicates to another child, “Just use one paper towel so we can save trees.”
  - Communicates to peers, “Huwag mo ng ihagis ang basura sa tubig. Nakasasakit ito sa isda,” (“Don’t throw stuff in the water. It hurts the fish,” in Tagalog).”
  - Reminds a peer to turn the water all the way off while washing hands, to help save water.
  - Communicates to another child, “Just use one paper towel so we can save trees.”
  - Communicates to peers, “Huwag mo ng ihagis ang basura sa tubig. Nakasasakit ito sa isda,” (“Don’t throw stuff in the water. It hurts the fish,” in Tagalog).”
  - Reminds a peer to turn the water all the way off while washing hands, to help save water.

- **Child is not yet at the earliest developmental level on this measure. Explain here:**

- **Child is emerging to the next developmental level**

- **If you are unable to rate this measure, explain here:**

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### Developmental Domain: HSS — History–Social Science

#### HSS 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.

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#### Examples

- Reaches for food on another child’s plate.
- Takes an object of interest away from another child.
- Walks into the middle of an area where other children are playing, inadvertently knocking over materials that other children are using.
- Steps in front of other children who are waiting to take their turn.

- Becomes upset and tries to take back a marker when another child takes it away, but calms down when an adult brings more markers.
- Pushes against a peer who is sitting too close on the rug, until an adult asks the group to move back to make the circle bigger.
- Bursts into tears and turns to an adult for comfort when another child takes a toy.

- Communicates, “I want the ball,” while trying to take a ball away from a peer, but stops after an adult says, “He is using it now. Let’s find another one.”
- Holds tightly onto a doll until an adult encourages, “Let her know you’re not done playing with the baby.” Then communicates, “My baby, my turn,” to another child.
- Shakes head, “No,” and holds onto a riding toy when another child indicates wanting to use the riding toy, until an adult approaches.

- Communicates, “I’m sitting here,” while looking at an adult for support, as another child squeezes onto the same carpet square.
- Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away.
- Seeks an adult and indicates that another child won’t give child a turn on the tricycle, after waiting for a turn.

- Communicates to another child in the block area, “I’m playing with the blocks. You can play with the cars.”
- Communicates, “You can have a turn after me,” to another child who wants to use the big shovel in the sandbox.
- Responds to a peer’s request for crayons by suggesting that they share the box of crayons, but removes favorite crayons before sharing.

- Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first.
- Attempts to negotiate who gets the first turn with a new scooter.
- Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.

Child is not yet at the earliest developmental level on this measure. Explain here:

Child is emerging to the next developmental level

If you are unable to rate this measure, explain here:
### Developmental Domain: HSS — History–Social Science

**HSS 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 acceptable manner and regulating behavior according to group expectations.

**Mark the latest developmental level the child has mastered:**

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<table>
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<td>• Takes action to get needs or wants met without considering impact on others.</td>
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<tr>
<td>• Needs specific adult guidance to cooperate with group expectations.</td>
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<td>• 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.</td>
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<tr>
<td>• Follows through with group expectations during extended activities, on own most of the time.</td>
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<tr>
<td>• Communicates about group expectations; and cooperates with others in carrying group expectations.</td>
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</table>

- There are no earlier levels for this measure.

- Child is not yet at the earliest developmental level on this measure. Explain here:

- Child is emerging to the next developmental level.

- If you are unable to rate this measure, explain here:
## Developmental Domain: VPA — Visual and Performing Arts

### VPA 1: Visual Art

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

#### Mark the latest developmental level the child has mastered:

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**Examples**

- Dabs dot markers on paper repeatedly, with different degrees of pressure.
- Uses a paintbrush to paint with water on various outdoor surfaces.
- Squeezes dough in hands, feeling it ooze between fingers.
- Paints with fingers, hands, or feet.

- Uses crayons, pencils, or markers to make back-and-forth marks.
- Finger paints to fill up a piece of paper with paint.
- Rolls play dough into a ball.

- Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people).
- Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes.
- Glues collage materials on a paper plate, using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).

- Draws a familiar thing (e.g., sun, flower, house) on paper with a crayon or marker.
- Rolls and stacks balls of clay in order to make a head and body.
- Tries out different pieces of colored paper to create a flower.

- Paints a picture of a brown boat in a blue lake.
- Draws human figures (circles with faces) and adds hands and legs extending directly from the circles to show familiar actions, such as reaching and kicking a ball.
- Tapes two toilet paper rolls together to make binoculars, and then attaches yarn as a neck strap.

- Draws a scene with animals in enclosures and people watching them, after a trip to the zoo.
- Paints teardrops below the eyes on a face to show sadness.
- Creates a mobile of a sun and paper flowers with happy faces.
- Glues wooden sticks together and weaves colorful yarn around them to make a dream catcher.
### Developmental Domain: VPA — Visual and Performing Arts

**VPA 2: Music**

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

**Mark the latest developmental level the child has mastered:**

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- **Examples**

  - **Responding**
    - Turns toward adult who starts to sing.
    - Puts hands on a drum while another child is tapping on the drum.
    - Plays a favorite song on a recorder or electronic device.

  - **Exploring**
    - Demonstrates interest in musical sounds
      - Turns toward adult who starts to sing.
      - Puts hands on a drum while another child is tapping on the drum.
      - Plays a favorite song on a recorder or electronic device.

  - **Building**
    - Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments
      - Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments

  - **Integrating**
    - Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer)
      - Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)

- **Examples**

  - **Organized and coordinated**
    - • Turns toward adult who starts to sing.
    - • Puts hands on a drum while another child is tapping on the drum.
    - • Plays a favorite song on a recorder or electronic device.

  - **Engaging**
    - • Expresses ideas through musical sounds
    - • Responds rhythmically, “I see a red bird looking at me,” when an adult chants, “Brown bear, brown bear, what do you see?” and then continues to respond to the adult with other chants.

  - **Adapting**
    - • Hums softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult.
    - • Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer)
      - Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)

- **Child is not yet at the earliest developmental level on this measure. Explain here:**

- **Child is emerging to the next developmental level**

- **If you are unable to rate this measure, explain here:**

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**VPA 2**

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**Music**

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**VPA 2**
### Developmental Domain: VPA — Visual and Performing Arts

#### VPA 3: Drama

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

**Mark the latest developmental level the child has mastered:**

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- **Responding:**
  - There are no earlier levels for this measure

- **Exploring:**
  - Demonstrates interest in adult’s dramatic portrayal of a character
  - Uses facial expressions, voice, or gestures in response to an adult’s dramatic portrayal of a character
  - Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements
  - Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting

- **Building:**
  - Can communicate details about a character’s emotions or thoughts when contributing to an improvised drama

- **Integrating:**
  - Communicates details about a character’s emotions or thoughts when contributing to an improvised drama

**Examples**

- Laughs when adult acts out a silly character.
- Watches closely as adult uses puppets to present a story.
- Moves toward adult who is getting out props to act out a character.

- Jumps up and down or moves hands, in response to an adult acting as the doctor while reciting “Five Little Monkeys Jumping on the Bed.”
- Flaps arms like wings and pretends to fly, imitating an adult who is acting like a mother bird.
- Cradles a baby doll in arms while gazing and cooing at the doll, as an adult acts out a story about a mother and her baby.
- Roars like a lion in response to an adult pretending to be a lion.

- Shivers and squints eyes to portray a character walking through the wind and cold rain, after hearing a story about being in cold, wintry weather.
- Communicates, “We can push him in the water. Help me!” as a character in a teacher-led story dramatization about a whale that is stranded on a beach.

- Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children.
- Puffs up cheeks and swirls arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story.

- Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: “I like the octopus. I’m going to stay in the sea and be her friend because she’s lonely.”
- Picks up a basket, rubs stomach, and communicates that everyone will be hungry, so they should stop and get some food, while improvising a drama about a bus trip.
- Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.

**Mark:**

- ○ Child is not yet at the earliest developmental level on this measure. Explain here:
- ○ Child is emerging to the next developmental level
- ○ If you are unable to rate this measure, explain here:

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**VPA 3 Drama**

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### VPA 4: Dance

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

#### Mark the latest developmental level the child has mastered:

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<th>Developmental Domain: VPA — Visual and Performing Arts</th>
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**Response**

- Earlier
- Later

**Exploring**

- Earlier
- Middle
- Later

**Building**

- Earlier
- Middle
- Later

**Integrating**

- Earlier

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**Examples**

- Watches intently as other children move or dance to music.
- Moves toward other children who are doing dance-like movements with streamers.
- Asks to watch a dance on a computer or an electronic tablet.

- Moves to music, matching an adult’s side-to-side movements or other simple movements.
- Claps hands or pats legs to the rhythm of a song.
- Sways head back and forth to the beat of music.

- Marches around the room in response to drumming by a peer.
- Sways arms while holding a scarf and dancing to music.
- Rolls body on the floor in response to an adult’s cue.

- Bends down low and then jumps up high in an attempt to follow an adult’s movements.
- Stops and starts dancing during a freeze-dance game.
- Twirls around to music briefly, maintaining balance.

- Sways, twirls, or leans back and forth to follow movements of peers while listening to music.
- Steps sideways, frontward, and backward, without bumping into peers during a line dance led by an adult.
- Moves slowly, then quickly, in response to changes in music.

*There are no earlier levels for this measure.*