DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry
DRAFT
For use with infants and toddlers

California Department of Education
Sacramento, 2015
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Berkeley Evaluation and Assessment Research Center, University of California, Berkeley
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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

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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 a 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.
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 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
---|---
**Earlier Development Measures**
ATL-REG 1: Attention Maintenance
ATL-REG 2: Self-Comforting
ATL-REG 3: Imitation
COG 1: Spatial Relationships
- 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

**English-Language Development Measures**
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*

**Physical Development and Health Measures**
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

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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 kindergarten entry.
• 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 developmental 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

Mark the latest developmental level the child has mastered:

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Example of an Earlier Developmental Measure

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

Mark the latest developmental level the child has mastered:

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Example of a Later Developmental Measure

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

Mark the latest developmental level the child has mastered:

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Attention Maintenance

Descriptor:

• DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures are the individual assessment items in the DRDP. Descriptors describe development along a continuum of development, from the earliest developmental level to the latest. Descriptors are used to assess a child’s development in a particular area.

Examples

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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 interacts in familiar environments and routines with people he or she knows; and
- As the child engages in typical activities and routines.

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.

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Observation and Documentation for Young Dual Language Learners

Dual Language Learners’ Use of Code Switching

- Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
- As early as three years of age, children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
- Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
- When children mix their two languages they use the grammatical rules of each language. For example, “I want leche” (“I want milk” in English) is an example of inserting a Spanish noun into a grammatically correct English sentence.

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.
- New adaptations must not be introduced solely for the purpose of conducting the DRDP (2015) assessment.
- Considerations for adaptations need to be made on a regular basis from early infancy and as the child grows and develops.
- New adaptations must not be introduced solely for the purpose of conducting a DRDP (2015) assessment.
What is Mastery?
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 notes about mastery:
- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child's mastery level may not appear on the list of examples, although they are consistent with the descriptor.

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, “This measure is not rated because it is not used for documenting progress or planning this child’s learning activities and supports”</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, “This measure is not rated because it is not used for documenting progress or planning this child’s learning activities and supports”</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  □ Korean
      □ Black or African American  □ Laotian
      □ Cambodian  □ Native American
      □ Chinese  □ Other Asian
      □ Filipino  □ Other Pacific Islander
      □ Guamanian  □ Samoan
      □ Hawaiian  □ Tahitian
      □ Hmong  □ Vietnamese
      □ Japanese  □ White
      □ Intentionally left blank

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

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

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
<table>
<thead>
<tr>
<th>Child Information</th>
<th>Special Education Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Student ID (Issued by district for reporting to CASEMIS)</td>
<td>13. Special education eligibility. Check one.</td>
</tr>
<tr>
<td>5. Statewide Student Identifier (10-digit SSID)</td>
<td>- Autism</td>
</tr>
<tr>
<td>6. Gender □ Male □ Female</td>
<td>- Intellectual Disability</td>
</tr>
<tr>
<td>7. Birth date (e.g., 03/05/2011)</td>
<td>- Deaf-Blindness</td>
</tr>
<tr>
<td>8. Special education enrollment. Check one.</td>
<td>- Hard of Hearing</td>
</tr>
<tr>
<td>□ Individualized Family Service Plan (IFSP)</td>
<td>- Multiple Disability</td>
</tr>
<tr>
<td>□ Individualized Education Program (IEP)</td>
<td>- Deafness</td>
</tr>
<tr>
<td>Child’s Language Information</td>
<td>14. Adaptations used in the assessment. Check all that apply.</td>
</tr>
<tr>
<td>9. Child’s home language(s):</td>
<td>- Augmentative or alternative communication system</td>
</tr>
<tr>
<td>□ English □ Spanish</td>
<td>- Alternative mode for written language</td>
</tr>
<tr>
<td>□ Vietnamese □ Cantonese</td>
<td>- Visual support</td>
</tr>
<tr>
<td>□ Hmong □ Tagalog/Pilipino</td>
<td>- Assistive equipment or device</td>
</tr>
<tr>
<td>□ Other (specify)</td>
<td>- None</td>
</tr>
<tr>
<td>10. Language(s) used with this child:</td>
<td>- Functional positioning</td>
</tr>
<tr>
<td>□ English □ Spanish</td>
<td>- Sensory support</td>
</tr>
<tr>
<td>□ Vietnamese □ Cantonese</td>
<td>- Alternative response mode</td>
</tr>
<tr>
<td>□ Hmong □ Tagalog/Pilipino</td>
<td></td>
</tr>
<tr>
<td>□ Other (specify)</td>
<td></td>
</tr>
<tr>
<td>11. Is a language other than English spoken in the child’s home?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>12a. Is this child Hispanic or Latino? Check one.</td>
<td></td>
</tr>
<tr>
<td>□ Yes, Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>□ No, not Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>Intentionally left blank</td>
<td></td>
</tr>
<tr>
<td>12b. What is the race of this child? Check up to three.</td>
<td></td>
</tr>
<tr>
<td>□ Asian Indian</td>
<td></td>
</tr>
<tr>
<td>□ Black or African-American</td>
<td></td>
</tr>
<tr>
<td>□ Cambodian</td>
<td></td>
</tr>
<tr>
<td>□ Chinese</td>
<td></td>
</tr>
<tr>
<td>□ Filipino</td>
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</tr>
<tr>
<td>□ Guamanian</td>
<td></td>
</tr>
<tr>
<td>□ Hawaiian</td>
<td></td>
</tr>
<tr>
<td>□ Hmong</td>
<td></td>
</tr>
<tr>
<td>□ Japanese</td>
<td></td>
</tr>
<tr>
<td>□ Korean</td>
<td></td>
</tr>
<tr>
<td>□ Laotian</td>
<td></td>
</tr>
<tr>
<td>□ Native American</td>
<td></td>
</tr>
<tr>
<td>□ Other Asian</td>
<td></td>
</tr>
<tr>
<td>□ Other Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>□ Samoan</td>
<td></td>
</tr>
<tr>
<td>□ Tahitian</td>
<td></td>
</tr>
<tr>
<td>□ Vietnamese</td>
<td></td>
</tr>
<tr>
<td>□ White</td>
<td></td>
</tr>
<tr>
<td>□ Intentionally left blank</td>
<td></td>
</tr>
<tr>
<td>Program Information</td>
<td></td>
</tr>
<tr>
<td>15. SELPA</td>
<td></td>
</tr>
<tr>
<td>16. District of service</td>
<td></td>
</tr>
</tbody>
</table>

**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 |
| □ Special Education Teacher | □ Other |
| □ Intentionally left blank | |
| 19. Assistance completing the assessment? | □ Yes □ No |
| If yes, what is that person’s relationship to the child? | |
### Measure | Measure Name | Responding | Exploring | Building | Integrating | In the rare circumstance that you are unable to rate a measure:
--- | --- | --- | --- | --- | --- | ---
ATL-REG 1 | Attention Maintenance | | | | | UR | Reason
ATL-REG 2 | Self-Comforting | | | | | UR | Reason
ATL-REG 3 | Imitation | | | | | UR | Reason
ATL-REG 4 | Curiosity and Initiative in Learning | | | | | UR | Reason
ATL-REG 5 | Self-Control of Feelings and Behavior | | | | | UR | Reason
SED 1 | Identity of Self in Relation to Others | | | | | UR | Reason
SED 2 | Social and Emotional Understanding | | | | | UR | Reason
SED 3 | Relationships and Social Interactions with Familiar Adults | | | | | UR | Reason
SED 4 | Relationships and Social Interactions with Peers | | | | | UR | Reason
SED 5 | Symbolic and Sociodramatic Play | | | | | UR | Reason
LLD 1 | Understanding of Language (Receptive) | | | | | UR | Reason
LLD 2 | Responsiveness to Language | | | | | UR | Reason
LLD 3 | Communication and Use of Language (Expressive) | | | | | UR | Reason
LLD 4 | Reciprocal Communication and Conversation | | | | | UR | Reason
LLD 5 | Interest in Literacy | | | | | UR | Reason
COG 1 | Spatial Relationships | | | | | UR | Reason
COG 2 | Classification | | | | | UR | Reason
COG 3 | Number Sense of Quantity | | | | | UR | Reason
COG 4 | Cause and Effect | | | | | UR | Reason
COG 5 | Inquiry Through Observation and Investigation | | | | | UR | Reason
COG 6 | Knowledge of the Natural World | | | | | UR | Reason
PD-HLTH 1 | Perceptual-Motor Skills and Movement Concepts | | | | | UR | Reason
PD-HLTH 2 | Gross Locomotor Movement Skills | | | | | UR | Reason
PD-HLTH 3 | Gross Motor Manipulative Skills | | | | | UR | Reason
PD-HLTH 4 | Fine Motor Manipulative Skills | | | | | UR | Reason
PD-HLTH 5 | Safety | | | | | UR | Reason
PD-HLTH 6 | Personal Care Routines: Hygiene | | | | | UR | Reason
PD-HLTH 7 | Personal Care Routines: Feeding | | | | | UR | Reason
PD-HLTH 8 | Personal Care Routines: Dressing | | | | | UR | Reason

**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.

** Calibration Version, Spring 2015**
**A Developmental Continuum from Early Infancy to Kindergarten Entry**
**For use with infants and toddlers**

---

**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) month / day / year**
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 infants and toddlers

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Domain Abbreviation</th>
<th>Number within Domain</th>
<th>Measure Name</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning –Self-Regulation</td>
<td>ATL-REG</td>
<td>1</td>
<td>Attention Maintenance</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Self-Comforting</td>
<td>2</td>
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<td></td>
<td></td>
<td>3</td>
<td>Imitation</td>
<td>3</td>
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<td></td>
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<td>4</td>
<td>Curiosity and Initiative in Learning</td>
<td>4</td>
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<td>5</td>
<td>Self-Control of Feelings and Behavior</td>
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<td>Social and Emotional Development</td>
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<td>Identity of Self in Relation to Others</td>
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<td></td>
<td></td>
<td>2</td>
<td>Social and Emotional Understanding</td>
<td>7</td>
</tr>
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<td></td>
<td></td>
<td>3</td>
<td>Relationships and Social Interactions with Familiar Adults</td>
<td>8</td>
</tr>
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<td></td>
<td></td>
<td>4</td>
<td>Relationships and Social Interactions with Peers</td>
<td>9</td>
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<td></td>
<td></td>
<td>5</td>
<td>Symbolic and Sociodramatic Play</td>
<td>10</td>
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<tr>
<td>Language and Literacy Development</td>
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<td>Understanding of Language (Receptive)</td>
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<td></td>
<td></td>
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<td>Responsiveness to Language</td>
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<td>Communication and Use of Language (Expressive)</td>
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<td>4</td>
<td>Reciprocal Communication and Conversation</td>
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<td>Interest in Literacy</td>
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<tr>
<td>Cognition, Including Math and Science</td>
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<td>Spatial Relationships</td>
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<td>Classification</td>
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<td>Number Sense of Quantity</td>
<td>18</td>
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<td>8</td>
<td>Cause and Effect</td>
<td>19</td>
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<td></td>
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<td>9</td>
<td>Inquiry Through Observation and Investigation</td>
<td>20</td>
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<td></td>
<td></td>
<td>11</td>
<td>Knowledge of the Natural World</td>
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<tr>
<td>Physical Development–Health</td>
<td>PD-HLTH</td>
<td>1</td>
<td>Perceptual-Motor Skills and Movement Concepts</td>
<td>22</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Gross Locomotor Movement Skills</td>
<td>23</td>
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<td>Gross Motor Manipulative Skills</td>
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<td>Fine Motor Manipulative Skills</td>
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<td>5</td>
<td>Safety</td>
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<td>6</td>
<td>Personal Care Routines: Hygiene</td>
<td>27</td>
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<td></td>
<td>7</td>
<td>Personal Care Routines: Feeding</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>Personal Care Routines: Dressing</td>
<td>29</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

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Attends or responds briefly to people, things, or sounds</td>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Shifts attention frequently from one person or thing to another</td>
<td></td>
<td></td>
<td></td>
<td></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.

○ 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 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><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds to internal or external stimulation in basic ways</td>
<td>Engages in behaviors that have previously worked to soothe self</td>
<td>Comforts self by seeking a familiar adult or a special thing</td>
<td>Comforts self in different ways, based on the situation</td>
</tr>
<tr>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>• Cries when hears a loud noise.</td>
<td>• Sucks thumb or fist to soothe self.</td>
<td>• Softly hums or vocalizes to self when lying down for naptime.</td>
<td>• Asks what’s going to happen next, to get ready to transition to a new activity.</td>
</tr>
<tr>
<td>• Closes eyes when taken into bright sunlight.</td>
<td>• Turns away from sensory experiences such as loud noises, bright lights, or specific textures.</td>
<td>• Goes to cubby and gets a photo of family when upset after a parent leaves.</td>
<td>• Requests favorite book to read with parent before the parent leaves.</td>
</tr>
<tr>
<td>• Brings fist to mouth and fusses when hungry.</td>
<td>• Nuzzles face into a blanket or a familiar adult’s shoulder when unfamiliar adults approach.</td>
<td>• Seeks contact with a familiar adult when a toy is taken by another child.</td>
<td>• Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.</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 3: Imitation
Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways

**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></td>
<td></td>
<td>Middle</td>
<td>Earlier</td>
</tr>
</tbody>
</table>

### Examples
- Responds to facial expressions or vocalizations in basic ways
- Responds to facial expressions or vocalizations in basic ways
  - 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.

- Imitates approximations of single simple actions or sounds when interacting with others
  - 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!”

- Imitates actions, or Repeats familiar words or gestures by others when interacting with them
  - 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.
  - Engages in exercise movements that adults typically do.

- Imitates a few actions, or Repeats familiar actions or words experienced at an earlier time
  - 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.

- Imitates multiple steps of others’ actions, or Repeats phrases, experienced at an earlier time
  - Communicates, “It’s time to party.”

There are no later levels for this measure.

### 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: ATL-REG — Approaches to Learning–Self-Regulation

#### 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</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.
- **Building**
  - 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.
- **Integrating**
  - 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.

#### ATL-REG 4

Curiosity and Initiative in Learning
**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>Earlier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Later</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

- **Earlier**
  - Quiets to the voice of an unfamiliar adult.
  - Relaxes in an adult’s arms when being held.
  - Quiets to the voice of a familiar adult.

- **Later**
  - Calms when comforted by an adult.
  - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult.
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing.
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support.
  - Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed.
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors.

- **Middle**
  - N/A

- **Later**
  - N/A

- **Earlier**
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing.
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support.
  - Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed.
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors.

- **Integrating**
  - Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors.

- **Responding**
  - Calms when comforted by an adult.

- **Exploring**
  - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult.
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing.
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support.

- **Building**
  - Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed.
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors.

- **Integrating**
  - Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors.

- **Responding**
  - Calms when comforted by an adult.

- **Exploring**
  - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult.
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing.
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support.

- **Building**
  - Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed.
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors.

- **Integrating**
  - Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors.

**ATL-REG 5**

**Self-Control of Feelings and Behavior**

**ATL-REG 5**

---

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

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

**Examples**

**Responding**
- • 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.

**Exploring**
- • 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 susô. 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, “我喜欢游泳, 但是我姐姐不喜欢,” [“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

### 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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>™ If you are unable to rate this measure, explain here:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Examples

**Responding**
- Looks at faces.
- Turns head toward an adult during feeding.
- Grasps an adult’s finger when palm of child’s hand is touched.

**Exploring**
- Smiles when an adult continues after pausing during a game of patty-cake.
- Looks toward the location of where an adult’s face will reappear during a game of peek-a-boo.
- Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.
- Pays attention to a familiar adult’s facial expressions when an unfamililar person enters the room.
- Stops playing, looks up, and then smiles when hearing a familiar adult’s laugh.
- Starts to climb on a table, but pauses in response to an adult’s cautionary look and warning.
- Moves or looks toward a familiar adult when a less familiar adult enters the room.
- Pauses after reaching toward a peer’s toy, to check on a less familiar adult’s response.
- Starts in response to a warning from another child’s parent about getting too close to the swing.

**Building**
- 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.
- Communicates, “She wants the big truck.”
- Points to “angry” picture on emotion chart.
- Responds that a friend is sad, when an adult asks, “Why did your friend get his blanket?”
- Communicates that the turtle was scared, when an adult asks, “Why did the turtle go into its shell?”
- Communicates, “Magagalit siya kapag bumagsak na naman ang kanyang tulay,” [“He’ll be mad if his bridge is knocked down again,” in Tagalog].
- Uses a communication device to express, “I feel sleepy when it gets dark.”
- Communicates to a peer, “You’re silly,” when the peer starts giggling and other children join in.
- Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches.
- Communicates that another child plays with everyone because he is so friendly.

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Dr. Margaret Reynolds
Assistant Professor
University of North Carolina at Chapel Hill

June 3rd, 2015

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### 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.

<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 to faces, voices, or actions of familiar people</td>
</tr>
</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.
  - 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.
  - Communicates to 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.
  - Acts 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.
  - Works 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.
  - 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.

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

#### 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>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Later</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

#### Examples

- **Responding**
  - Cries when hearing the sound of another child crying.
  - Orient toward the baby.
  - Notices another child nearby.

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

- **Building**
  - Selects a truck when other children nearby are playing with trucks.
  - Explores a toy alongside another child who is also exploring.
  - Reaches for a toy in the water alongside other children at the water table.

- **Integrating**
  - Takes a few turns trying on hats with a peer in the dramatic play area.
  - Plays chase briefly outside with two peers, and then goes to play alone in the sandbox.
  - Plays cars with a peer for a short while.

- **Examples**

  - *Cries when hearing the sound of another child crying.*
  - *Orients toward another child to gain attention.*
  - *Notices another child nearby.*

  - *Selects a truck when other children nearby are playing with trucks.*
  - *Explores a toy alongside another child who is also exploring.*
  - *Reaches for a toy in the water alongside other children at the water table.*

  - *Cries when hearing the sound of another child crying.*
  - *Orients toward another child to gain attention.*
  - *Notices another child nearby.*

  - *Selects a truck when other children nearby are playing with trucks.*
  - *Explores a toy alongside another child who is also exploring.*
  - *Reaches for a toy in the water alongside other children at the water table.*

- **Integrating**
  - *Builds a train track with two friends, taking turns connecting the track pieces.*
  - *Laughs and makes funny noises or faces with a friend while singing a song together.*
  - *Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.*

- **Examples**

  - *Invites friends 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.*
  - *Plays restaurant with friends, showing them the signs for food to be ordered.*

  - *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**

  - *Builds a train track with two friends, taking turns connecting the track pieces.*
  - *Laughs and makes funny noises or faces with a friend while singing a song together.*
  - *Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.*

  - *Invites friends 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.*
  - *Plays restaurant with friends, showing them the signs for food to be ordered.*

- **Integrating**

  - *Builds a train track with two friends, taking turns connecting the track pieces.*
  - *Laughs and makes funny noises or faces with a friend while singing a song together.*
  - *Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.*

  - *Invites friends 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.*
  - *Plays restaurant with friends, showing them the signs for food to be ordered.*

- **Integrating**

  - *Builds a train track with two friends, taking turns connecting the track pieces.*
  - *Laughs and makes funny noises or faces with a friend while singing a song together.*
  - *Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.*

  - *Invites friends 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.*
  - *Plays restaurant with friends, showing them the signs for food to be ordered.*

- **Integrating**

  - *Builds a train track with two friends, taking turns connecting the track pieces.*
  - *Laughs and makes funny noises or faces with a friend while singing a song together.*
  - *Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.*

  - *Invites friends 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.*
  - *Plays restaurant with friends, showing them the signs for food to be ordered.*
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Child responds to people or objects in basic ways</td>
<td>Explores people and objects in a variety of ways</td>
<td>Uses or combines objects in functional or meaningful ways</td>
<td>Pretends that an object represents another object or serves a different purpose</td>
</tr>
</tbody>
</table>

**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

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>Later</td>
<td>Earlier</td>
</tr>
<tr>
<td><strong>Responds to voices, sounds, gestures, or facial expressions in basic ways</strong></td>
<td>Recognizes a few frequently used words or gestures in familiar situations</td>
<td>Shows understanding of a wide variety of words that refer to people, objects, or events</td>
<td>Shows understanding of a wide variety of phrases or sentences</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Turns head toward, or looks in the direction of the voice of an adult.</td>
<td>• Averts eyes to disengage from a social interaction with an adult.</td>
<td>• Gets jacket after an adult communicates, “Get your jacket. It’s time to go outside.”</td>
<td>• Adds blocks to a tower after a peer says, “Let’s make our skyscraper the tallest!”</td>
</tr>
<tr>
<td>• Makes eye contact with a familiar adult.</td>
<td>• Smiles or gurgles in response to a familiar adult’s voice or simple gestures.</td>
<td>• Offers to help after an adult communicates, “Would you like to help me feed the turtle?”</td>
<td>• Communicates, “I’m a princess and I live in a castle,” while playing dress-up.</td>
</tr>
<tr>
<td>• Quiets or orients in the direction of a sound, touch, or gesture.</td>
<td>• Makes a sound similar to “Mmmm” during a social interaction with a familiar adult.</td>
<td>• Moves to the sink after an adult suggests, “Let’s get the wagon.”</td>
<td>• Draws a picture about planting seeds after an adult reads a book about planting seeds.</td>
</tr>
</tbody>
</table>

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

○ Child is emerging to the next developmental level

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## 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>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Examples

- **Responding**
  - Turns head or looks in direction of voices.
  - Sustains gaze at an adult’s smiling face.
  - Quiets or orient in the direction of a sound or gesture.
  - Cries when child hears another child cry.

- **Exploring**
  - 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.

- **Building**
  - Looks up at sky after an adult communicates, “There’s an airplane.”
  - Picks up sand toys after an adult communicates, “Please pick up the sand toys.”

- **Integrating**
  - 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.”
  - 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.

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## 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></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes sounds spontaneously</td>
<td>Uses sounds, gestures, or facial expressions to communicate</td>
<td>Uses a few “first words,” word-like sounds, or gestures to communicate</td>
<td>Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate</td>
<td>Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cries.</td>
<td>• Smiles when a familiar person approaches.</td>
<td>• Asks for food when hungry, by using a special word, sound, or gesture for food.</td>
<td>• Communicates, “Mommy come,” when wanting a parent.</td>
<td>• Communicates to a peer, during play, “Yesterday we made vegetable soup.” (“We” is a pronoun; “made” is past tense.)</td>
</tr>
<tr>
<td>• Coos.</td>
<td>• Communicates ideas such as “No,” “More,” or “Up.”</td>
<td>• Indicates a picture of a ball when asked what the child wants to play with next.</td>
<td>• Communicates, “More juice,” when thirsty.</td>
<td>• Communicates, “His birthday is tomorrow. He will be five.” (“His” is a possessive pronoun; “be” is future tense.)</td>
</tr>
<tr>
<td>• Gurgles.</td>
<td>• Names familiar foods, toys, or family members.</td>
<td>• Communicates, “Baba,” in Tagalog or similar word approximations.</td>
<td>• Communicates, “The rabbit is scared,” when the pet rabbit snuggles into an adult’s lap. (“Scared” is an adjective.)</td>
<td>• Communicates in sign language that the cat’s feet are wet. (“Cat’s” is possessive; “feet” is plural.)</td>
</tr>
<tr>
<td></td>
<td>• Communicates, “Mama,” “Dada,” “Baba,” or similar word approximations.</td>
<td>• Indicates a picture of a ball when asked what the child wants to play with next.</td>
<td>• Communicates, “More juice,” when thirsty.</td>
<td>• Communicates, “His birthday is tomorrow. He will be five.” (“His” is a possessive pronoun; “be” is future tense.)</td>
</tr>
<tr>
<td></td>
<td>• Communicates ideas such as “No,” “More,” or “Up.”</td>
<td>• Communicates, “I want mommy.”</td>
<td>• Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)</td>
<td>• Communicates in sign language that the cat’s feet are wet. (“Cat’s” is possessive; “feet” is plural.)</td>
</tr>
<tr>
<td></td>
<td>• Names familiar foods, toys, or family members.</td>
<td>• Communicates, “I want mommy.”</td>
<td>• Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)</td>
<td>• Communicates, “My grandma is really old. She has white hair and lots of wrinkles,” in Spanish.</td>
</tr>
</tbody>
</table>

○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Later</th>
<th>Exploring</th>
<th>Middle</th>
<th>Later</th>
<th>Building</th>
<th>Late</th>
<th>Early</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to sounds or movements of others in basic ways</td>
<td>Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions</td>
<td>Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions</td>
<td>Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning</td>
<td>Engages in brief back-and-forth communication, combining words to communicate meaning</td>
<td>Engages in brief conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Examples**

- **Earlier**
  - 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.

- **Later**
  - Smiles at an approaching familiar adult.
  - Makes sounds when a familiar adult stops talking.
  - Reaches toward a familiar adult.
  - Covers eyes to signal an adult to continue playing peek-a-boo.

- **Middle**
  - Expresses, “Ba,” in response to an adult talking about a ball, and then waits for the adult to respond.
  - Communicates, “Yes,” or “No,” after an adult asks, “Do you want more milk?”
  - Rubs eyes and responds, “Night-night,” after a familiar adult asks, “Are you tired?”
  - Brings a ball to an adult, and then responds, “Ball,” after the adult asks, “Do you want me to play ball with you?”

- **Late**
  - Makes eye contact with an adult while holding a stuffed bear. When the adult asks, “Whose teddy bear is that?” the child responds, “My bear.”
  - Communicates with an adult, during lunch, “Thểm phô mai,” [“I’m making a sandwich,” in Vietnamese]. When the adult responds, “You really like cheese!”, the child responds, “Con thich phôi mai,” [“I like cheese,” in Vietnamese].
  - Communicates, “That’s a monkey,” while reading a story with an adult. When the adult says, “Yes, he’s climbing,” the child responds, “Climbing up high.”
  - Communicates, “That’s my family,” while looking at a photo with a peer. When the peer says, “You have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
  - Responds to an adult’s comments about animals that live in the zoo, “Fui al zoológico.” [“I went to the zoo,” in Spanish]. When an adult replies, “There are lots of animals in the zoo,” the child responds, “Yes, I really like dinosaurs!”
  - Asks a peer for some blocks to put in child’s truck while playing with trucks. When the peer responds, “Here,” and hands over several blocks, the child responds, “That’s too many,” and takes only two blocks from the peer.

* Conversations can include communication using sign language or alternative communication systems.

- **Integrating**
  - Communicates, “That’s my family,” while looking at a photo with a peer. When the peer says, “You have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
  - Has a conversation with a peer about things that they like to do together with their families. Says, “My family goes to the park on Sundays.” When the peer asks, “Every Sunday?” the child responds, “Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground.” Then when peer says, “My grandma takes me to the park,” the child responds, “My grandma takes me to the store.”

*Conversations can include communication using sign language or alternative communication systems.*

- **Middle**
  - Has a conversation with a peer about building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it.

- **Late**
  - Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs are all different sizes, the child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, the child continues the conversation by saying that some dinosaurs flew like birds.

- **Integrating**
  - Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow.

- **Late**
  - Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it.

- **Integrating**
  - Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.
## 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:

<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>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>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</td>
<td>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games</td>
<td>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</td>
</tr>
</tbody>
</table>

#### Examples

- Quiets to the sound of a familiar voice.
- Moves in response to an approach by a familiar adult.
- Orient 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 laughs 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.
- Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page.
- Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult.
- Touches textured or tactile content on pages of a book as an adult is reading 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 a communication device to tell the sequence of events in a favorite story.

- Uses flannel-board pieces to retell parts of a story after story time.
- Retells a familiar story to a peer while pretending to read from a book.
- 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:
### 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>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle</td>
<td></td>
</tr>
</tbody>
</table>

### Examples

- **Moves body parts in basic ways**
- **Attends or responds as objects, people, or own body move through space**

- **Explores how self or objects fit in or fill up different spaces**
- **Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities**

- **Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space**

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

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

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**Spatial Relationships**
**COG 2: Classification**

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

### 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>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>Later</td>
<td>Earlier</td>
</tr>
</tbody>
</table>

#### Examples

- **Attends to people, objects, or events**
  - Interacts differently with familiar people and objects than with unfamiliar people and objects.
  - Associates a person or object with another person or object, based on a similarity or relationship between them.
  - Selects some objects that are similar from a collection of objects.
  - Sorts objects into two or more groups based on one attribute, but not always accurately.
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute.

- **Responding**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

- **Later**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

- **Earlier**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

- **Middle**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

- **Integrating**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

#### Examples

- **Earlier**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

- **Later**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

- **Middle**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

- **Integrating**
  - Attends to people, objects, or events
  - Interacts differently with familiar people and objects than with unfamiliar people and objects
  - Associates a person or object with another person or object, based on a similarity or relationship between them
  - Selects some objects that are similar from a collection of objects
  - Sorts objects into two or more groups based on one attribute, but not always accurately
  - Sorts objects into two or more groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Looks at people’s faces.</td>
</tr>
<tr>
<td>• Smiles at a familiar adult’s face or voice.</td>
</tr>
<tr>
<td>• Reaches for own special blanket or toy from home.</td>
</tr>
<tr>
<td>• Turns face away from an approaching unfamiliar adult.</td>
</tr>
<tr>
<td>• Looks at the hammer that goes with the pounding bench.</td>
</tr>
<tr>
<td>• Looks at another child when the child’s parent walks into the room.</td>
</tr>
<tr>
<td>• Looks for baby bottle when playing with baby doll.</td>
</tr>
<tr>
<td>• Selects the shovels from among toys in the sandbox.</td>
</tr>
<tr>
<td>• Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack.</td>
</tr>
<tr>
<td>• Picks out some train cars from a box of toys.</td>
</tr>
<tr>
<td>• Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile.</td>
</tr>
<tr>
<td>• Sorts rocks into two piles, big and small, after a neighborhood walk.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Separates a pile of toy animals by kind (e.g., dogs, cats, and birds).</td>
</tr>
<tr>
<td>• Puts crayons, pencils, and markers into different containers.</td>
</tr>
<tr>
<td>• Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.</td>
</tr>
<tr>
<td>• Separates tiles into four groups: blue circles, blue squares, red circles, and red squares.</td>
</tr>
<tr>
<td>• Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks.</td>
</tr>
<tr>
<td>• Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).</td>
</tr>
</tbody>
</table>
### Developmental Domain: COG — Cognition, Including Math and Science

#### COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to people or objects in basic ways</td>
<td></td>
<td></td>
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<tr>
<td>Responds to changes in the number of objects observed or interacted with</td>
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<tr>
<td>COG 3: Number Sense of Quantity</td>
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<tr>
<td>Examples</td>
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<tr>
<td>• Looks at objects that are hanging from a mobile.</td>
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<tr>
<td>• Calms in response to a familiar adult's touch.</td>
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</tr>
<tr>
<td>• Turns toward a familiar adult's voice.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Responds to people or objects in basic ways</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Responds to changes in the number of objects observed or interacted with</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates awareness of quantity</td>
<td></td>
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<tr>
<td>• Uses number names, but not always correctly, in situations related to number or quantity</td>
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<tr>
<td>• Identifies small quantities without counting, up to three</td>
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</tr>
<tr>
<td>• Counts up to five objects using one-to-one correspondence; and</td>
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<td></td>
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<tr>
<td>• Recites numbers in order, one through ten</td>
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<tr>
<td>• Shows understanding that the last number counted is the total number of objects in the group</td>
<td></td>
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<tr>
<td>• Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and</td>
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<tr>
<td>• Recites numbers correctly, up to 20</td>
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</tr>
<tr>
<td>Example</td>
<td></td>
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</tr>
<tr>
<td>• Communicates, “Dos,” [“Two,” in Spanish] and holds up two cups in the play kitchen.</td>
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<tr>
<td>• Communicates, “Three dogs,” while looking at a picture of three dogs.</td>
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<tr>
<td>• Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.</td>
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<tr>
<td>• Communicates a desire for two apple slices after noticing that a peer has two apple slices.</td>
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<tr>
<td>• Communicates, “Dos,” [“Two,” in Spanish] and holds up two cups in the play kitchen.</td>
<td></td>
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</tr>
<tr>
<td>• Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.</td>
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</tr>
<tr>
<td>• Counts out loud, “一, 二, 三, 四, 五,” [“One, two, three, four, five,” in Chinese] saying the next number as the next cup is placed on the table.</td>
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<tr>
<td>• Counts accurately to 20 while marching.</td>
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<tr>
<td>• Communicates that there are six rocks after counting a collection of six rocks.</td>
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<tr>
<td>• Counts four pencils and says, “Apat,” [“Four,” in Tagalog] when asked how many pencils there are.</td>
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<tr>
<td>• Counts ducks in a storybook, “One, two, three, four, five,” and then communicates that there are five.</td>
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</tr>
<tr>
<td>• Communicates that there are six rocks after counting a collection of six rocks.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Counts four pencils and says, “Apat,” [“Four,” in Tagalog] when asked how many pencils there are.</td>
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<td></td>
</tr>
<tr>
<td>• Counts six chairs, then counts seven children, and communicates, “We need one more chair.”</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Communicates that there are six rocks after counting a collection of six rocks.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Counts four pencils and says, “Apat,” [“Four,” in Tagalog] when asked how many pencils there are.</td>
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<td></td>
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<td></td>
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<td>• Counts six chairs, then counts seven children, and communicates, “We need one more chair.”</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicates that there are six rocks after counting a collection of six rocks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Counts four pencils and says, “Apat,” [“Four,” in Tagalog] when asked how many pencils there are.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
**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><strong>Earlier</strong></td>
</tr>
<tr>
<td>Responds or shows anticipatory excitement to people, objects, or actions</td>
</tr>
<tr>
<td>Examples</td>
</tr>
<tr>
<td>- Widens eyes or opens mouth when a bottle or breast is presented.</td>
</tr>
<tr>
<td>- Quiets in response to an adult’s voice.</td>
</tr>
<tr>
<td>- Orient to a music toy nearby.</td>
</tr>
<tr>
<td><strong>Exploring</strong></td>
</tr>
<tr>
<td>Tries out different behaviors to cause effects</td>
</tr>
<tr>
<td>Examples</td>
</tr>
<tr>
<td>- Shakes a rattle, pauses, then shakes it again.</td>
</tr>
<tr>
<td>- Kicks repeatedly at a mobile to make it move.</td>
</tr>
<tr>
<td>- Vocalizes, gains a familiar adult’s attention, and vocalizes again.</td>
</tr>
<tr>
<td>- Pulls an adult’s hand to child’s face to continue a game of peek-a-boo.</td>
</tr>
<tr>
<td>- Makes a game of pushing different objects off a table, watching or listening as they fall.</td>
</tr>
<tr>
<td>- Presses different buttons on a toy and notices what happens.</td>
</tr>
<tr>
<td>- Tries to turn a doorknob after watching an adult open and close the door.</td>
</tr>
<tr>
<td>- Looks up in the sky and points when hearing a loud noise from a plane flying overhead.</td>
</tr>
<tr>
<td>- Pushes on different parts of a toy to try to make music turn on again.</td>
</tr>
<tr>
<td><strong>Building</strong></td>
</tr>
<tr>
<td>Acts on objects to cause a specific result</td>
</tr>
<tr>
<td>Examples</td>
</tr>
<tr>
<td>- Pours water into a water wheel to make it spin.</td>
</tr>
<tr>
<td>- Puts a toy car in a tube and watches it roll out the other end when the tube is tilted.</td>
</tr>
<tr>
<td>- Pulls or directs an adult to pull a tab in an interactive book.</td>
</tr>
<tr>
<td>- Communicates, “The ice melted and made water because it’s hot in the sun.”</td>
</tr>
<tr>
<td>- Points to wilted leaves on a plant and communicates that the plant needs water.</td>
</tr>
<tr>
<td>- Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.</td>
</tr>
<tr>
<td>- Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over.</td>
</tr>
<tr>
<td>- 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.”</td>
</tr>
</tbody>
</table>

○ 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 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>Earlier</td>
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<td>Earlier</td>
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<tr>
<td>Later</td>
<td>Later</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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
  - Engages in detailed observations and complex investigations to answer questions of interest

- **Examples**
  - Notices and gazes at own hand.
  - Makes a sound and then waits for adult’s response.
  - Touches hair of another child.
  - Watches intently as an adult prepares snack.
  - 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.
  - Picks up a snail after observing it for a while. Then asks, “Where did its head go?” when the snail goes into its shell.
  - Indicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it.
  - Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.
  - Predicts that paint will turn purple while watching an adult mix together blue and red paint.
  - Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.
  - Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.
  - Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.
  - Asks an adult, “How do you know if a fruit is really a fruit?” After adult responds that fruit have seeds, plans with adult to open up several different types of fruits to see if they all have seeds.
  - 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.

- 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 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>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
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<tr>
<td>Later</td>
<td>Later</td>
<td>Middle N/A</td>
<td>N/A</td>
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<tr>
<td>Later</td>
<td>Later</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Examples

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

- **Examples**
  - • Looks at the movement of a mobile.
  - • Quiets when an adult moves close.
  - • Orient in the direction of a sound, touch, or gesture.
  - • Shows pleasure during a playful interaction with adult during feeding.
  - • Mouths object.
  - • Makes repeated attempts to grab at a family pet’s fur.
  - • Touches the leaves of a plant.
  - • Looks around when hearing a cat “meow.”
  - • Rubs hands over a smooth rock during outdoor play.
  - • Goes to cage where classroom pet is kept.
  - • Taps a rock on another rock, then on the pavement.
  - • Pours sand through a funnel.
  - • Walks through a puddle, stomping feet hard to splash the water.
  - • Watches a frog, then moves back when the frog jumps.
  - • Communicates, “My puppy likes to eat a lot because he’s growing and getting bigger.”
  - • Observes that the water is below the roots in a sweet-potato jar and adds more water.
  - • Wants to know who will feed the fish over the weekend.
  - • Communicates, “The clouds are moving so fast. They cover the sun and then I can’t see it.”
  - • Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges.
  - • Communicates, “You find worms in the dirt and bees on the flowers.”
  - • Feeds a rabbit and then explains, “它要長大需要吃青菜. 所有動物都要吃東西.” [“It needs lettuce to grow. All animals need food.” in Chinese].
  - • Comments, while sorting through a collection of rocks and shells, “Animals live in shells, but not in rocks.”
  - • Communicates, “Fish can breathe underwater, but we have to hold our breath.”
  - • Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better.

---

○ 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 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>
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<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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<td></td>
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<td></td>
<td>N/A</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.

- **Exploring**
  - 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.

- **Building**
  - 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.

- **Integrating**
  - Changes movements when dancing with scarves.
  - Starts and stops movements of different body parts during a freeze-dance game.
  - Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.
  - Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.
  - Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.
  - Carries a large-sized empty box through a doorway, with the help of another child.

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

Moves in basic and often involuntary ways

- Moves two or more body parts together, often with intention
- Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
- Coordinates movement of whole body while upright, using support
- Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground
- Coordinates and controls individual locomotor movements, with some success
- Combines and coordinates two or more locomotor movements together in effective ways, with some success
- Combines a variety of locomotor movements and moves effectively across a range of activities

**Examples**

- Moves in basic and often involuntary ways
  - 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.
- Moves two or more body parts together, often with intention
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
- Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
  - 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.
- Coordinates movement of whole body while upright, using support
  - Takes steps sideways or forward while holding onto furniture.
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
- Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground
  - Takes steps sideways or forward while holding onto furniture.
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
- Coordinates and controls individual locomotor movements, with some success
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
- Combines and coordinates two or more locomotor movements together in effective ways, with some success
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.
- Combines a variety of locomotor movements and moves effectively across a range of activities
  - Moves from lying down to a sitting position.
  - Moves by rolling body on the floor.
  - Moves by using arms to pull self forward.

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

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

---

**PD-HLTH 2**

Gross Locomotor Movement Skills
**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>Later</td>
<td>Earlier N/A</td>
</tr>
<tr>
<td><strong>Moves in basic and often involuntary ways</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses arms, legs, or body to move toward or reach for people or objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses arms, legs, or body to engage in simple, repeated actions on objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulates objects, using one or more body parts, with stability but limited coordination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Examples

- **Responding**
  - Kicks legs.
  - Extends arm.
  - Flexes foot.
  - Kicks against a nearby object.
  - Rolls onto side, toward an object, while lying on a blanket.
  - Reaches toward a familiar adult, using both arms.
  - 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.
  - Puts 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.

- **Exploring**
  - 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.

- **Building**
  - 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), pausing briefly between stepping and kicking.
  - Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.

- **Integrating**
  - 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 to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.

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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 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>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earliest</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>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td>• Curls fingers around an adult’s finger.</td>
<td>• Holds a stuffed toy against body.</td>
<td>• Holds a spoon, using thumb and fingers.</td>
<td>• Holds play dough with one hand while cutting it with a wooden knife.</td>
</tr>
<tr>
<td>• Brings fist to mouth.</td>
<td>• Pulls an object closer, using a raking motion.</td>
<td>• Pinches cereal pieces between finger and thumb.</td>
<td>• Scrabbles back and forth on pavement with sidewalk chalk, using one hand.</td>
</tr>
<tr>
<td>• Makes small movements of arms and hands near the sides of body.</td>
<td>• Holds a stacking ring with full fist.</td>
<td>• Holds a doorknob, but may not have strength or coordination to open the door.</td>
<td>• Scoops sand into a container with one hand while holding the container with other hand.</td>
</tr>
</tbody>
</table>

### Examples

- 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.

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

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

- **Reacts to unpleasant stimulation or events in basic ways**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Startles after hearing a loud noise.
  - Closes eyes in response to a bright light.
  - Cries when touched by a cold washcloth.
  - Turns away from 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.

- **Responds to situations that make child feel unsafe**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Turns away from hearing 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.

- **Seeks to make contact with familiar adult**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Turns away from hearing 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.

- **Follows adults’ guidance about basic safety practices**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Turns away from hearing 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.

- **Follows basic safety practices, with close adult supervision**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Turns away from hearing 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.

- **Follows basic safety practices on own in familiar environments, with occasional adult reminders**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Turns away from hearing 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.

- **Follows basic safety practices on own in familiar and novel situations**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Turns away from hearing 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.

- **Communicates an understanding of some safety practices to others**
  - Child is emerging to the next developmental level
  - If you are unable to rate this measure, explain here:

- **Examples**
  - Turns away from hearing 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.

*Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.*
**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>
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<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</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.
- Responds in ways during personal care routines that involve hygiene
- Responds in ways that demonstrate awareness of a hygiene routine
- Anticipates one or two steps of a hygiene routine
- Participates in own hygiene routines, with an adult
- Carries out some steps of own hygiene routines, with specific adult guidance or demonstration
- Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
- Initiates and carries out most steps of familiar hygiene routines on own
- Initiates and completes familiar hygiene routines on own

- Communicates to an adult the need for help with toileting or for a diaper change.
- 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.
- Lines up at sink to wash hands before lunch time.
- Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.
- Washing water. Rubs hands together under a faucet before an adult turns the water on.
- Tries to blow nose into a tissue held by an adult.
- Uses toilet on own, and flushes after adult reminder.
- Uses toilet on own, sometimes forgetting to do one step, such as washing hands.
- Washes and partially dries hands, and then dries them completely when suggested to by an adult.
- Washes hands before eating and usually remembers to use soap.
- 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.
- Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.
- Uses 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 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 toothbrush 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.

- Attends to an adult’s actions during diapering routine.
- Grabs for the washcloth as an adult washes child’s face.
- Shows excitement during bathtime.
- Communicates to an adult the need for help with toileting or for a diaper change.
- 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.
## 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 some foods when using utensil(s) or an open cup, sometimes needing help</td>
</tr>
<tr>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
</tr>
</tbody>
</table>

- **Responding**
  - Turns toward an adult’s touch during feeding.
  - Sucks on the nipple of a bottle or breast.
  - Gazes at or nuzzles up to an adult when feeding.

- **Exploring**
  - Closes lips around food on a spoon.
  - Puts one or both hands on a bottle or breast while being held during feeding.
  - Reaches for a spoon while being fed.
  - Shows excitement as an adult approaches with a bottle or bowl.

- **Building**
  - Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand.
  - Holds and bites a banana.
  - Picks up and eats crackers from a tray.

- **Integrating**
  - Feeds self on own, using utensils or an open cup.
  - Serves self or others by scooping or pouring from containers.

- **Examples**
  - Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.
  - Drinks from an open cup while an adult guides the cup.
  - Uses a child-sized fork to pierce food, sometimes needing help.

- **Examples**
  - Uses a spoon to eat small pieces of food, such as cereal, from a bowl.
  - Drinks water from a small open cup.
  - Uses an adaptive plate and spoon to feed self when positioned functionally.

- **Examples**
  - Serves self from a serving bowl, using a large spoon, while someone else holds the bowl.
  - Pours from a small pitcher, with some spilling.
  - Uses a scoop to fill small bowls with cereal for snack time.

- **Examples**
  - Spreads jelly on bread with a small spatula to make a sandwich.
  - Cuts foods with a small plastic knife.
  - Takes the shell off of a hard-boiled egg.
### 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>
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<td>Earlier</td>
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<td>Earlier</td>
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</tbody>
</table>

- **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)

- **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 on own jacket as an adult holds it open or lays it out.
  - Pulls feet into shoes on own.
  - Zips own jacket, up, but needs adult assistance with starting the zipper.
  - Puts on own socks and shoes, but needs shoes tied or tabs fastened.
  - Zips and snaps own pants.

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

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

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