



DRDP-SR[®]

DESIRED RESULTS DEVELOPMENTAL PROFILE: SCHOOL READINESS

California Department of Education



DRDP-SR[®] (2012)



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The Desired Results Developmental Profile – School Readiness® (DRDP-SR®) was developed by the Center for Child and Family Studies at WestEd, Sausalito, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley, to support the implementation of the Desired Results system based on the guidelines and specifications of the California Department of Education (CDE), Child Development Division (CDD). The complete DRDP-SR® (2012) is available on the CDE web site at www.cde.ca.gov and on the Desired Results Developmental Profile – School Readiness® web site at www.drdpsr.org.

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I. DRDP-SR® User's Guide

1. Overview

The Desired Results Developmental Profile – School Readiness® (DRDP-SR®) is an assessment instrument that is designed for teachers to use to observe, document, and reflect on the learning, development, and progress of all children during the kindergarten/transitional kindergarten year. The primary purpose of this User's Guide (Guide) is to assist kindergarten/transitional kindergarten teachers in completing the DRDP-SR® assessment instrument. The Guide provides information about how to observe, assess, document, and report on children's development using the DRDP-SR® assessment instrument.

The Guide will assist teachers and administrators to:

- Observe, document, and reflect upon children's development.
- Use the DRDP-SR® assessment instrument to plan curriculum for individual children and groups of children and to enhance classroom practices.
- Share children's progress with families.

The Guide is divided into four sections. The purpose of each section is:

- Structure and components of the DRDP-SR® – Describes each part of the assessment instrument
- Preparing to use DRDP-SR® assessment instrument – Provides information about best practices in the observation of children
- Completing the DRDP-SR® assessment instrument – Provides detailed instructions on how to complete the assessment instrument
- Using information from the DRDP-SR® assessment instrument – Describes ways to use information from the assessment instrument

2. Structure and Components of the DRDP-SR®

This section describes the structure and components of the DRDP-SR® and how the components work together to assess children’s learning and development.

The Sample Measure page from the DRDP-SR® is shown in Figure 1. The following six components of the DRDP-SR® instrument are labeled to highlight the page structure:

These six labeled components of a DRDP-SR® measure are defined and illustrated below.

- A **domain** is a crucial area of learning and development for young children. There are five domains in the DRDP-SR® instrument: English Language Development (ELD), Self and Social Development (SSD), Self-Regulation (REG), Language and Literacy Development (LLD), and Mathematical Development (MATH).
- A **measure** focuses on a specific competency. A child’s observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-SR® instrument. Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.

For example, the first **measure** for the SSD domain is: **Identity of self (SSD1)** is shown in Figure 1.

See the List of Measures Within Domains for a list of the domains, abbreviations, and measures within each domain.

- The **definition** of a measure specifies the aspect of development that the measure addresses.
For example, the **definition** for SSD1 is **Child shows increasing awareness of self as distinct from and also related to others.**
- The **developmental levels** for each measure represent a developmental continuum. Each **developmental level** specifies a point along the developmental continuum.

In the DRDP-SR®, measures have five developmental levels. The level names and definitions vary by domain. The **developmental levels** in the DRDP-SR® for the **SSD, REG, LLD, and MATH** domains are defined as follows:

Developmental Domain: SSD — Self and social development

Measure 5: Identity of self in relation to others
Definition: Child shows increasing awareness of self as distinct from and also related to others

1. Mark the developmental level the child has mastered.

Exploring Competencies	Developing Competencies	Building Competencies	Integrating Competencies	Applying Competencies
Expresses simple ideas about self and connection to people and things	Describes self or others based on obvious physical characteristics	Describes own preferences and feelings; identifies the feelings and desires of others	Compares own preferences, feelings, and physical characteristics to those of others	Describes and compares self and others using personality characteristics
Examples ▶ Uses family roles, such as "Brother," "Baby sister," "Mommy," or "Daddy" in pretend play. ▶ Says, "I'm cooking like mommy!" while playing in the kitchen area. ▶ Gestures at photograph of her family and identifies the people, "Didi. Bhaiya. Me." (older sister, older brother, and me in Hindi).	▶ Communicates, "My hair is red!" while drawing a picture of himself. ▶ Communicates, "I'm big!" while reaching for the faucet to wash her hands. ▶ Communicates, "I am four," or shows four fingers to indicate age. ▶ Scribbles and then communicates that it is a picture of self or another person. ▶ Communicates, "My baby is so, so little," when describing newborn sibling.	▶ Communicates, "I like to jump high," while jumping side-by-side with a peer during outdoor play. ▶ Communicates to teacher, "Teacher, I'm mad," after another child took a toy with which she was playing. ▶ Communicates to teacher, "Sally's scared," (Sally was startled and started crying after another child said, "Boo!" to her.) ▶ Seeks help for things by self, sometimes by requesting adult assistance.	▶ Communicates, "I like to eat peanut butter. My mommy likes cheese." ▶ Noticing a friend's shoes communicates, "We both have sandals on today!" ▶ Communicates, "I got in the water but my sister didn't. I like the water. She likes to play in the sand," when talking about a recent visit to the beach with her family. ▶ Communicates, "I'm more happier than Jackie."	▶ Tells her grandma, "I'm a good friend in school," at the end of the day when she comes to pick her up. ▶ Communicates, "I like to be first to the door, but Michael doesn't care about being first." ▶ Communicates, "I'm shy." ▶ Communicates to a peer, "Brianna likes to talk to her friends. I like to sit on the sofa and read books a little with my daddy," during morning drop-off.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 5 **Identity of self in relation to others** **SSD 1 (of 7)**

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Figure 1. Sample Measure page from the DRDP-SR®.

- o **Exploring competencies:** Children at this level show awareness of the feelings and physical differences of self and others; engage in play; use language to describe self, others, events, and stories; enjoy interacting with familiar adults; engage with and respond to literacy activities; recognize symbols, shapes, and patterns; make basic movements with confidence; cooperate in completing routines; and follow guidance from adults about rules and routines.
- o **Developing competencies:** Children at this level engage in play and communicate about play with peers; initiate cooperative activities with adults; show increasing knowledge of print; use familiar strategies to solve problems; know some letters and numbers; sort and count small quantities of objects; copy patterns; use movement skills in a variety of settings and tasks; and begin to complete routines and follow rules on their own.
- o **Building competencies:** Children at this level express their feelings and acknowledge the feelings of others; engage in play that is increasingly complex and cooperative; develop close friendships; relate to adults to share experiences and get information; understand and use language to refer to real and imaginary experiences and for social purposes; show increasing understanding of stories and books; write some letters to communicate meaning; use a variety of strategies to learn about objects and solve problems; count, sort, and order objects; use complex movement skills in play and activities; independently complete simple routines; and apply rules in a variety of situations.
- o **Integrating competencies:** Children at this level are able to communicate the “how” and “why” of actions and events. They consider the needs and feelings of others and propose activities and solutions that work for themselves and others; cooperate with adults and peers to plan activities and solve problems; understand and use language to explain, predict, compare, or summarize real and imaginary events and activities and for complex social purposes; know most letters; show understanding of text; show awareness that sounds make up language; solve simple subtraction and addition problems; coordinate multiple movements with balance, strength, or control; and communicate why practices and rules are important.
- o **Applying competencies:** Children at this level engage in extended conversations, understand that language can be used to express different intentions, comprehend increasingly complex informational text, and use increasingly complex grammar. They have a greater capacity to take the perspective of their peers, such as expressing concern for friends’ feelings, displaying better conflict resolution skills, and demonstrating a concern that others be treated fairly. At this developmental level, children know how to solve addition and subtraction problems, engage in measuring length, recognize a greater variety of shapes, solve increasingly complex problems that require multi-step solutions and can sometimes explain why those solutions may work.

The **developmental levels** in the DRDP-SR[®] for the **ELD** domain are defined as follows:

- **Discovering:** Children at this level demonstrate an understanding of words and phrases in their home language, communicate in their home language or non-verbally, demonstrate an interest in literacy activities in their home language, and demonstrate awareness that print in their home language carries meaning.
- **Exploring:** Children at this level demonstrate an understanding of a few common English words and phrases, communicate mostly in their home language, demonstrate some understanding of what is being communicated in English and that print in English carries meaning, and may participate in some activities in English that are supported by the home language.
- **Developing:** Children at this level demonstrate an understanding of some basic English words and phrases, use words in English to communicate often mixing their home language with English, communicate parts of a story with simple English words, and frequently attend to activities conducted in English.
- **Building:** Children at this level demonstrate understanding of many concepts and phrases in English, actively engage in activities that are conducted in English, communicate in English using phrases and incomplete sentences, identify a few English letters by sight and by name and recognize own name in print.
- **Integrating:** Children at this level demonstrate an understanding of most English words and concepts used in the classroom curriculum, communicate in English about a variety of topics and concepts, actively engage in group activities conducted in English, communicate more complete content of books in English, identify several letters in English by sight and by name and may recognize a few printed words in English.

- Each developmental level has a **descriptor** that defines the behaviors that would be observed if a child were at that developmental level. For example: The **descriptor** for SSD1 *Developing Competencies* is **Describes self or others based on obvious physical characteristics**.
- Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations. One **example** for SSD1 *Developing competencies* is **Communicates, “I am four,” or shows four fingers to indicate age**.

How the Components Work Together to Ensure the Usefulness of the DRDP-SR® Instrument

Each DRDP-SR® domain provides a useful and interpretable measurement of a child’s growth and development within a particular area of development. Because there are multiple measures for each domain, a completed DRDP-SR® instrument provides enough information to support assessment of a child’s development along a developmental continuum. The key to the DRDP-SR® assessment instrument is that every measure is defined in terms of the typical sequence in which a child’s development is expected to progress with appropriate support. The measurements on all of the domains, taken together, provide the child’s developmental profile.

3. Preparing to Use the DRDP-SR®

Which children are to be observed with the DRDP-SR® assessment instrument?

The DRDP-SR® assessment instrument can be completed for all children in the kindergarten/transitional kindergarten classroom.

When is the DRDP-SR® assessment to be completed?

It is recommended that the DRDP-SR® assessment be completed within 60 calendar days of the child’s first day of enrollment in the kindergarten, or transitional kindergarten, classroom. Finalizing the rating of a child’s development on the DRDP-SR® instrument is usually completed within a two-week period. However, teachers should record observations and gather evidence on an ongoing basis. The DRDP-SR® assessment is completed again approximately six months later, during the spring semester.

Who is responsible for completing the DRDP-SR® assessment?

The person who is designated as the child’s teacher is responsible for completing the DRDP-SR® assessment. Teachers are encouraged to consult and collaborate with others who have ongoing contact with the child, including assistant teachers and family members. The observations and insights of families and others who know the child well are an important source of information about the child’s development.

How should the DRDP-SR® assessment be used with a child who has an Individualized Education Program (IEP)?

Teachers should complete the DRDP-SR® as they would for any child. Collaborating and consulting with the child’s special education provider is recommended.

How should the DRDP-SR® assessment be used with children who are dual language learners?

Children who are acquiring both the language of their family as well as the language of the larger community are dual language learners. The teacher who completes the assessment for a child who is a dual language learner should speak the child’s home language or receive assistance from another adult who speaks the child’s home language.

Before You Begin

Your knowledge of the DRDP-SR[®] instrument, what is included, and how the sequences of development are described, should guide your observations.

- Read and become familiar with all the domains and measures in the DRDP-SR[®] instrument.
- Discuss strategies for using the DRDP-SR[®] instrument with the other teachers and administrators at your school.
- If children come from homes where languages other than English are spoken and you do not speak the child's home language, determine who will contribute information and then determine how the children's responses will be documented and/or translated.

Strategies for Observing and Documenting Children's Development

Plan ahead. Prepare materials, such as sticky labels, note cards, or a clipboard, to allow you to jot down short observations while interacting with children. When planning curriculum, think about what measures may be observed during the activities planned and who is available to best capture the observations. For example, when leading an activity, you may ask the assistant teacher to observe children's responses and interactions. Devote enough time to observations. Arrange activities in a way that will allow children's conversations to be heard.

Observe behaviors as they occur. Observe and document the child's behavior during the course of the day. All of the children's indoor and outdoor activities (e.g., playing, interacting with other children or adults, lessons, and small or large group activities) should provide observations useful for completing the DRDP-SR[®] instrument. Do not set up tasks or artificial situations to "test" the child. Rather, think about opportunities where you would be most likely to observe the measures. For example, an assistant teacher reading and discussing a book about farm animals can provide opportunities to observe the development of one or more children on several measures of the DRDP-SR[®]; including *Relationships and social interactions with adults* (SSD3), *Communication of needs, feelings, and interests (expressive)* (LLD3), and *Comprehension and analysis of appropriate text* (LLD5).

Creating environments or situations that invite children to participate in activities and interactions in the areas covered by the DRDP-SR[®] instrument can facilitate observations and create learning opportunities for children.

Observe for variety and consistency. Observe children over time and in as many different settings as possible (e.g., in the classroom, on the playground, during free play, during instruction time, with family during drop-off/pick-up). Consider the consistency of the child's behavior and how particular observations fit within the child's overall conduct.

Observe strategically. Keep the DRDP-SR[®] domains and measures in mind when observing and recording observations. An observation can provide evidence for several measures as in the example above. You may also be able to gather information on more than one child in the same observation, for example when two children are interacting.

Observe objectively and record factually. Focus on observing and recording what the child does, not what you think the child is doing or what you think the child can do. Avoid using labels or qualitative descriptors such as "shy," "helpful," or "happy." Instead, describe what you actually observe.

For example:

"She ran away from Leticia" or "he picked up a book" are observable behaviors. Statements such as "she was afraid of Leticia" or "he wanted to have someone read to him" reflect the observer's interpretation.

Observe daily. When observations are gathered daily, children become accustomed to being observed and seeing notes being recorded.

Record sooner not later. Record your observations as soon as possible. Details are important and might be easily forgotten.

Keep it confidential. Remember that your documentation is confidential. Keep the DRDP-SR[®] instrument and notes in a secure location to ensure confidentiality for each child.

Tips for Documenting Children’s Development

- Consider ways to document children’s behavior throughout the day.
- Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
- Date each piece of evidence to know how recent it is.
- Set aside a regular time each day to organize documentation records and other forms of evidence.
- Consider using portfolios to keep documentation organized. Store portfolios in a secure and easily accessible place.
- Use the results of other assessments of children’s learning and development to help complete the DRDP-SR®.
- Remember, over time and with practice, recording observations becomes easier and the benefits of using the DRDP-SR® instrument become clearer.
- The following materials may be helpful for observing and documenting:
 - “Sticky notes”
 - Pre-printed labels with child’s name
 - Charts
 - Checklists or worksheets
 - Clipboard, paper, pens, and pencils
 - Photo/video camera
 - Voice recorder

Gathering Additional Sources of Evidence – Collaborating with Others

In addition to documenting observations of the child’s development, plan to seek input from other individuals who have ongoing contact with and know the child well, including teacher assistants and families. The observations and insights of family members, as well as other staff and providers, are an important source of information about the child’s typical day-to-day behaviors. Obtain the most complete and accurate picture of the child’s developmental progress by including others in the assessment process.

4. Completing the DRDP-SR®

Completing the ELD and LLD measures

The measures in the Language and Literacy Development (LLD) domain are used to assess all children's progress in developing foundational language and literacy skills. The measures in the English Language Development (ELD) domain are used to document and assess the progress of children who speak a language other than English at home and are learning English. If English IS NOT the only language spoken in the child's home, complete DRDP-SR® measures 1-30. If English IS the only language spoken in the child's home, complete DRDP-SR® measures 5-30.

Completing the Measures for Children Whose Home Language is English

For children who speak English at home, complete the LLD measures only. Children who speak English at home may begin to use some words and phrases from other languages that they learn from their peers and adults in the classroom, family friends, the broader community, and the media. Children may also begin to mix these words and phrases with English. This experimentation with other languages contributes to children's overall development of language and literacy skills.

Completing the Measures for Children from Homes Where Languages Other Than English Are Spoken

For children who are dual language learners, complete both the LLD and ELD measures. The ELD measures are used to document and assess progress in learning to communicate in English. The LLD measures are used to assess progress in developing foundational language and literacy skills. Children who are dual language learners may demonstrate mastery of developmental levels in their home language, in English, or in both. Therefore, communication in the languages the child uses at school should be considered when the LLD measures, as well as measures in all domains, are completed.

The teacher who completes the assessment for a child who is a dual language learner should speak the child's home language. If not, the teacher must receive assistance from another adult who does speak the child's home language, such as an assistant teacher, director, or parent. It is important that the school plans for time during the day when the child and the adult have time to interact if the adult is not the child's parent or the assistant teacher in the child's classroom.

Children who are dual language learners will vary substantially in their acquisition of English language competencies, depending on factors such as the degree of exposure to English, level of support provided in their home language, and their motivation to acquire English.

Many children arrive at school from homes where languages other than English are spoken. Overall, the development of language and literacy skills in a child's first language is important for the development of skills in a second language, and therefore should be considered as the foundational step toward learning English.

An important feature of language development for children who are dual language learners is the mixing of English with the home language, also known as code-switching. Code-switching is defined as "the use of two or more languages in the same stream of talk," or as "the ability to alternate between two language systems in a conversation." Research has shown that even when children mix two languages, they tend to honor the grammatical rules of each. Most often, young children code-switch using one word within a phrase or sentence such as "I want leche" (I want milk). Code-switching is an early strategy in the development of a second language. As early as three years of age, children code-switch to playfully experiment with the two languages and to serve their own social goals, such as to emphasize a point, elaborate, interrupt, honor the language preference of their listener, and be included or exclude other children as they negotiate new roles in social situations. Often code-switching is influenced by the context or purpose of the child's communication. For example, they might code-switch when speaking with one person or may almost exclusively use one language with one person and then another language with another person.

Reviewing and Reflecting

It is a good idea to have a system to keep track of documentation to ensure a complete picture of the child. Halfway through the documentation period, check the measures of the DRDP-SR[®] instrument for which you have documentation. Plan to observe the child at times when the remaining measures can be documented.

When rating the measures of the DRDP-SR[®] instrument for a child, review the observations and documentation of the child's development collected (portfolio with work samples, anecdotal comments, photographs, video, other learning and development assessments, etc.). Reflect on what the evidence reveals about the child's development across the domains and measures of the DRDP-SR[®] instrument.

If the documentation does not provide a clear picture of the child's development in one or more areas, determine how to gather additional evidence. Plan for other opportunities to observe the child's behavior. Speak again with family members, staff, and others who know this child **to ensure that you have the most complete and accurate picture** of the child's skills and abilities.

Complete the Child Information Page

Provide the information requested on the DRDP-SR[®] Child Information Page. This information will be entered in the DRDPtech-SR[®] online system. It may be entered directly into DRDPtech-SR[®] or recorded on the Child Information Page and then entered in the DRDPtech-SR[®] online system.

Determining the Child's Level of Mastery

Ratings should indicate the developmental level that the child has mastered at the time of the assessment, based on the child's **typical** behavior. A child has mastered a developmental level if the child **typically** demonstrates the behaviors in that level's descriptor.

Behaviors are considered typical if the child demonstrates them:

- easily and confidently
- consistently over time
- in different settings

When rating each of the measures, carefully read the definition for the measure and the descriptors for each of the developmental levels in order to have a clear understanding of the intent of the measure. Read the examples to clarify understanding of the descriptor. Keep in mind that an example is one of many possible ways a child might demonstrate a particular developmental level. **Many of the behaviors observed in determining a child's developmental level will not be listed as examples.**

To determine the child's level of mastery, consider which descriptor is most consistent with your observations and other documentation of the child's **typical** behavior. A child may occasionally demonstrate behaviors at an earlier or later developmental level, but in general the child demonstrates behaviors representative of one level. Note that children can demonstrate mastery of a developmental level, except for the measures in the ELD domain, in their home language, .

The developmental levels have the same names across most of the different measures. **However, a child is not expected to be at the same developmental level on all of the measures** since development does not generally proceed at the same rate in all areas.

Recording Ratings for the Measures and Entering Rating in DRDPtech-SR[®]

Complete the measure ratings by determining the developmental level that the child has mastered at the time of the assessment. All ratings will be entered in the DRDPtech-SR[®] online system. Ratings may be entered directly into DRDPtech-SR[®] or recorded on the DRDP-SR[®] Rating Record and then entered in the DRDPtech-SR[®] online system.

Recording Evidence

Evidence used to rate each of the measures should be documented. You may record this evidence in the classroom or by entering it into the space provided in DRDPtech-SR[®]. A note recording evidence can be as simple as “See portfolio” or can describe the specific behavior(s) on which the rating was based.

For example:

DRDP-SR[®] Measure 23 – *Number sense of quantity and counting*

“10/5 – Jose lines up 8 dinosaurs and counts them. 10/13 – Counted 6 train cars.”

Keep in mind that you should have **enough evidence for the rating of each measure** to be confident that you have accurately determined a child’s level of mastery.

If You Are Unable to Rate a Measure

In some rare instances, you may be unable to rate a child’s developmental level on a particular measure. For example, if the child’s attendance is extremely inconsistent, there may be limited opportunities to observe the child’s behavior. Of course, you should make every effort to rate all the measures. If it is not possible to rate a measure indicate this in DRDPtech-SR[®]. Document the circumstances and reasons for not rating the measure. It is expected that all measures in the DRDP-SR[®] instrument will be completed most of the time.

Using the Rating Record

Record your ratings on the DRDP-SR[®] Rating Record or directly in DRDPtech-SR[®]. In either case, also refer to an unmarked copy of the instrument and review the definition and descriptors for each measure to determine your rating.

Finalize the Assessment

Review the DRDP-SR[®] and make sure that all the measures have been rated and that all the related information is complete.

Review the Child Information Page and make sure all items are complete and up-to-date. Record the date you finished marking your ratings on the DRDP-SR[®] instrument. The DRDPtech-SR[®] online system will provide prompts to complete any missing information.

5. Using information from the DRDP-SR®

When used on an ongoing basis, the DRDP-SR® instrument will provide teaching staff with information that will benefit children, families, and schools.

Informing Curriculum Planning and Development

Information from the DRDP-SR® can be reviewed and analyzed at the level of the individual child. In addition, DRDP-SR® results can be summarized to provide information on groups of children. Teachers and other staff will review, share, and analyze the DRDP-SR® assessments results in their classroom and use conclusions in curriculum planning and development.

Because the DRDP-SR® provides opportunities to observe and document children's behavior systematically across many areas of development, the information it yields can be used to identify areas of development that may need to be addressed and supported, either for a specific child or group of children.

For each child:

- The DRDP-SR® domains are the level of reliable measurement that provides a child's Desired Results Developmental Profile. Teaching staff may also find it useful to interpret a child's ratings on individual DRDP-SR® measures. DRDP-SR® results may indicate that the child might benefit from additional support in one or more specific areas of development, such as developing self control of feelings and behavior, as well as number sense of quantity and counting. This information, together with other sources of information about the child's development, can be used to plan curriculum tailored to the child's interests and needs.
- Information from the DRDP-SR® may also serve as a basis for sharing information with families about each child's development.

For classroom or school level:

- Teachers or other staff may summarize the DRDP-SR® information using DRDPtech-SR®.
- The DRDP-SR® data collected within a classroom or for a school site may indicate a need to change or add activities in a specific area covered by the DRDP-SR®, such as math or literacy.

Thus, the results from the DRDP-SR® can assist teaching staff in supporting the healthy growth and development of individual children and inform overall school improvement efforts.

Communicating with Families about Children's Progress

To achieve the Desired Results for children, it is vital that schools work in partnership with families to foster children's development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP-SR® assessment process from the beginning. Teachers who observe and document the child's behaviors and rate the DRDP-SR® measures are encouraged to seek input from families. Input from family members about the child's behavior and development can enrich and complement evidence collected by staff.

The Child Developmental Progress Form that summarizes the results from DRDP-SR® assessments can be found in DRDPtech-SR®. Teachers and family members can use this summary as a tool for sharing information about the child's development during family conferences. Teachers should review the Child Developmental Progress Form with the family and verify that their input is accurately reflected in the summary. This information may be used to generate ideas about ways in which the family and the school can work together to support the child's development both at home and in the school setting.

Instructions for Completing the DRDP-SR® Assessment Instrument

1. For each of the measures, mark the developmental level the child has mastered at the time of the assessment. Consider the information from the descriptors and examples to determine the child’s mastery level.
 - The descriptors define behaviors expected for each level
 - The examples provide a sample of possible behaviors you might observe for each level
 - A level is **MASTERED** if the child typically demonstrates the behaviors in that level’s descriptor. Behaviors are considered typical if the child demonstrates them:
 - easily and confidently
 - consistently over time
 - in different settings
2. Provide evidence for the rating you gave or provide references to other documentation (optional).
 - Write what you observed the child doing that demonstrated mastery at the level you marked.
 - Include references to your notes and the records for this child; notes may be by others, such as parents, or assistant teachers; the child’s portfolio; or another developmental assessment.
 - Record your evidence on the rating record, in DRDPtech-SR®, or where you file your notes.
3. In the rare circumstance you find yourself unable to rate a measure, describe in detail why you were not able to rate the measure in the space provided in DRDPtech-SR®.

Special Instructions for Completing the DRDP-SR® ELD and LLD measures

- The measures in the English Language Development (ELD) domain are used to document and assess the progress of children who speak a language other than English at home and are learning English.
- The measures in the Language and Literacy Development (LLD) domain are used to assess all children’s progress in developing foundational language and literacy skills.
 - If English **IS NOT** the only language spoken in the child’s home, complete DRDP-SR® **measures 1-30**.
 - If English **IS** the only language spoken in the child’s home, complete DRDP-SR® **measures 5-30**.

Desired Results Developmental Profile—School Readiness®(2012)

DRDP-SR® (2012)

List of Measures Within Domains

Domain	School Readiness Measure	
 <p>English Language Development (ELD)</p>	1	ELD1: Comprehension of English (receptive English)
	2	ELD2: Self-expression in English (expressive English)
	3	ELD3: Understanding and response to English literacy activities
	4	ELD4: Symbol, letter, and print knowledge in English
 <p>Self and Social Development (SSD)</p>	5	SSD1: Identity of self
	6	SSD2: Recognition of ability
	7	SSD3: Relationships and social interactions with adults
	8	SSD4: Relationships and social interactions with peers
	9	SSD5: Social and emotional understanding
	10	SSD6: Conflict negotiation
	11	SSD7: Curiosity and initiative in learning
 <p>Self Regulation (REG)</p>	12	REG1: Self-control of behavior and feelings
	13	REG2: Engagement and persistence
	14	REG3: Responsible conduct
	15	REG4: Shared use of space and materials
 <p>Language and Literacy Development (LLD)</p>	16	LLD1: Understanding of language (receptive)
	17	LLD2: Follows increasingly complex instructions
	18	LLD3: Communication of needs, feelings, and interests (expressive)
	19	LLD4: Reciprocal communication and conversation
	20	LLD5: Comprehension and analysis of age-appropriate text, presented by adults
	21	LLD6: Letter and word knowledge
	22	LLD7: Phonological awareness
	23	LLD8: Emergent writing
 <p>Mathematical Development (MATH)</p>	24	MATH1: Number sense of quantity and counting
	25	MATH2: Number sense of mathematical operations
	26	MATH3: Measurement
	27	MATH4: Shapes
	28	MATH5: Patterning
	29	MATH6: Problem solving
	30	MATH7: Classification

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Desired Results Developmental Profile—School Readiness® (2012)

Child Information Page

Select measures for assessment:

- DRDP-SR® (including ELD – English is NOT the only language spoken in the child’s home), complete DRDP-SR® measures 1-30.
- DRDP-SR® (without ELD – English IS the only language spoken in the child’s home), complete DRDP-SR® measures 5-30.

1. Child’s name: _____

2. Child’s Birth date (mm/dd/yyyy): _____

3. Child’s gender: M F

4. Child was first enrolled in kindergarten/transitional kindergarten on (mm/dd/yyyy): _____

5. Child’s ethnicity (check all that apply):

- African American or Black Hispanic or Latino Asian American
- Native American or Alaskan Native Caucasian or White
- Native Hawaiian or other Pacific Islander Other (Specify): _____

6. Does this child have an Individualized Education Program (IEP)?

- Yes No Don’t know

7. How many hours per week is this child in your kindergarten/transitional kindergarten classroom?

- Half or Partial Day
- Full Day

8. Did another adult assist you with assessing this child?

- Yes (role/relation): _____
- No

9. Date DRDP-SR® was completed for this child (mm/dd/yyyy)

For the following questions, check all that apply:

10. Child’s home language(s):

	English	Spanish	Other (specify):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

11. Language of instruction in the classroom:

<input type="checkbox"/>	<input type="checkbox"/>	_____
--------------------------	--------------------------	-------

12. What language(s) do you speak with this child?

<input type="checkbox"/>	<input type="checkbox"/>	_____
--------------------------	--------------------------	-------

13. If you do not speak the child’s home language, did anyone assist you who does speak it?

- Yes (role/relation): _____
- No
- Not applicable - I speak the child’s home language

Teacher: _____

School: _____

District: _____

DRDP-SR® (2012) Rating Record

Child: _____ Teacher: _____ School: _____

If English IS NOT the only language spoken in the child's home, complete measures 1-30
If English IS the only language spoken in the child's home, complete measures 5-30

Record the child's level of mastery by marking (x) for each measure

Domain	Measure Number	School Readiness Measure	Mark the Developmental Level the child has mastered					Unable to Rate
			Discovering	Exploring	Developing	Building	Integrating	
English Language Development (ELD)	1	ELD1: Comprehension of English (receptive English)						
	2	ELD2: Self-expression in English (expressive English)						
	3	ELD3: Understanding and response to English literacy activities						
	4	ELD4: Symbol, letter, and print knowledge in English						
Domain	Measure Number	School Readiness Measure	Mark the Developmental Level the child has mastered					Unable to Rate
			Exploring Competencies	Developing Competencies	Building Competencies	Integrating Competencies	Applying Competencies	
Self and Social Development (SSD)	5	SSD1: Identity of self						
	6	SSD2: Recognition of ability						
	7	SSD3: Relationships and social interactions with adults						
	8	SSD4: Relationships and social interactions with peers						
	9	SSD5: Social and emotional understanding						
	10	SSD6: Conflict negotiation						
	11	SSD7: Curiosity and initiative in learning						
Self Regulation (REG)	12	REG1: Self-control of behavior and feelings						
	13	REG2: Engagement and persistence						
	14	REG3: Responsible conduct						
	15	REG4: Shared use of space and materials						
Language and Literacy Development (LLD)	16	LLD1: Understanding of language (receptive)						
	17	LLD2: Follows increasingly complex instructions						
	18	LLD3: Communication of needs, feelings, and interests (expressive)						
	19	LLD4: Reciprocal communication and conversation						
	20	LLD5: Comprehension and analysis of age-appropriate text, presented by adults						
	21	LLD6: Letter and word knowledge						
	22	LLD7: Phonological awareness						
	23	LLD8: Emergent writing						
Mathematical Development (MATH)	24	MATH 1: Number sense of quantity and counting						
	25	MATH 2: Number sense of mathematical operations						
	26	MATH 3: Measurement						
	27	MATH 4: Shapes						
	28	MATH 5: Patterning						
	29	MATH 6: Problem solving						
	30	MATH 7: Classification						

Measure 1: Comprehension of English (receptive English)

Definition: Child is progressing toward fluency in understanding English



1. Mark the developmental level the child has mastered. ★ Complete this measure if English IS NOT the only language spoken in the child’s home.

<p style="text-align: center;">Discovering</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Exploring</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Developing</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Building</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">Integrating</p> <p style="text-align: center;">○</p>
<p>Demonstrates understanding of words and phrases in conversations, stories, and interactions in the home language; shows no understanding of English</p>	<p>Demonstrates understanding of a few common English words and phrases (e.g., frequently-used directions); attends to interactions in English and sometimes participates in activities conducted in English with the support of home language, nonverbal cues, or both</p>	<p>Demonstrates understanding of some common English words and phrases; frequently attends to or participates in group or individual activities conducted in English, often with support of home language, nonverbal cues, or both</p>	<p>Demonstrates understanding of many words and concepts in English; actively engages in group and individual activities conducted in English, occasionally with support of home language, nonverbal cues, or both</p>	<p>Demonstrates understanding of most English words and concepts used in the classroom curriculum for both instructional and social purposes; actively engages in group and individual activities conducted in English, without the support of home language, nonverbal cues, or both</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Observes activities conducted in English, such as reading, singing, and conversations. ▶ Passes a book to the teacher when teacher requests it in Vietnamese, after having not responded to the teacher’s previous request in English (child’s home language is Vietnamese). ▶ Spends most free play time building things with blocks by himself. Teacher comes to comment on the things child has built. ▶ Singles out and stays around peers who can speak the home language during various activities. 	<ul style="list-style-type: none"> ▶ Positions self closely to others speaking in English. ▶ Observes and attends to peers speaking English for a short period of time and then plays on own while in the dramatic play area. ▶ Attends to teacher retelling a fairly complex story in English using puppets, when the story was previously read aloud in the home language. ▶ Imitates behavior of others when directions are given in English to go to the carpet for circle time. ▶ Pauses while building with blocks, observes peers cleaning up the blocks, and then begins to clean up blocks as well. ▶ Imitates the actions or movement of a story, song, or rhyme when presented in English. 	<ul style="list-style-type: none"> ▶ Follows directions in English, when teacher says, “Put your jacket on,” and holds up a jacket and points out the window to the outdoor play area. ▶ Attends to teacher retelling a familiar story in English with puppets. ▶ Stands with a group of peers playing a clap game in English, and does a few of the gestures. ▶ Waves good-bye when teacher says “Good-bye, Chi! We’ll see you tomorrow!” at the end of the day. ▶ Puts drawing in cubby when teacher requests, “Arjan, please put your drawing in your cubby.” ▶ Nods head when teacher says “Do you want to use the bathroom?” ▶ Looks around for the ball when a peer says “Where is the ball?” during outdoor play time. ▶ Approaches door to go inside the classroom and nods head “yes” when teacher says, “It is time to come in for a snack” and peer adds, “¡Hora de comer!” 	<ul style="list-style-type: none"> ▶ Washes hands when asked to do so individually by the teacher. ▶ Adds more blocks to the pile when peer communicates, “We need more blocks,” and holds up a block. ▶ Plays along as part of the group playing Simon Says in English and often makes the right moves. ▶ Starts to dial the toy phone when a peer says “Grandma is sick. Let’s give her a call,” during dramatic play. ▶ Holds up four fingers when teacher asks, “There were five apples on the tree. One fell on the ground. How many apples are left now?” ▶ Points at the mouse Frederic when the teacher requests, “Who is the story about?” after one-on-one reading of the book Frederic. 	<ul style="list-style-type: none"> ▶ Puts the orange and green squash in two piles after the teacher says, “let’s separate them by color,” and then arranges the orange squash by size after the teacher says, “What other ways can we sort the squash?” ▶ Communicates, “Yeah, my family. That’s my mom. My Ba. And me!” in response to teacher’s question, “Who is in this picture?” (“Ba” is “dad” in Vietnamese.) ▶ Communicates, “Her come my house,” and gestures towards a friend when the teacher asks, “What did you do this weekend?” ▶ Follows directions in English when coming in from outdoor play, “Take off your jacket, wash your hands, and come to the rug for circle time.” ▶ Communicates, “The Little Red Hen,” when the teacher asks, “What’s the title of the book we read this morning?”

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶



Measure 2: Self Expression in English (expressive English)

Definition: Child is progressing toward fluency in speaking English

1. Mark the developmental level the child has mastered. ★ Complete this measure if English IS NOT the only language spoken in the child's home.

<p style="text-align: center;">Discovering</p> <p style="text-align: center;">○</p> <p>Communicates in home language or non-verbally, or both</p>	<p style="text-align: center;">Exploring</p> <p style="text-align: center;">○</p> <p>Communicates mostly in home language and occasionally uses single words or short memorized sequences of words in English to communicate about routines and needs</p>	<p style="text-align: center;">Developing</p> <p style="text-align: center;">○</p> <p>Communicates in English using single words and phrases, often about routines and needs; mixes English with the home language</p> <p><i>Code switching is an important feature of language development for children who are dual language learners, and it is defined as "the use of two or more languages in the same stream of talk or as the ability to alternate between two language systems in a conversation" (CDE 2009, p. 58). See the User's Guide for additional information.</i></p>	<p style="text-align: center;">Building</p> <p style="text-align: center;">○</p> <p>Communicates in English, using incomplete sentences (omits words or parts of words, such as -ed, -s); sometimes mixes English with the home language</p>	<p style="text-align: center;">Integrating</p> <p style="text-align: center;">○</p> <p>Communicates in English with mostly complete sentences about a variety of topics and concepts, used in the classroom curriculum; sometimes makes grammatical errors; sometimes mixes English with the home language</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Points to the drinks on the shelf and then points to his mouth to ask for something to drink. ▶ Takes teacher's arm and leads her to the drawing area where several children are doing observational drawing of a pumpkin and points to the papers being used to ask for paper. ▶ Nods "yes" or "no" in response to a simple question asked in English. ▶ Responds, "Sí, yo quiero pintar!" (Yes, I want to paint!) when a peer asks in the home language if she wants to paint. ▶ Puts some toy animals under and blanket and says, "这是它们的家," (This is their home.) while playing in the dramatic play area with a friend. 	<ul style="list-style-type: none"> ▶ Communicates in English, "bye-bye," to the teacher when parent arrives at the end of the day. ▶ Says, "Like it," and gestures to the apples. Then says, "More," (to mean "I want more milk.") at snack time. ▶ Says, "Mine," (to mean, "That's my baby doll,") and holds baby doll close to his chest while playing in the dramatic play area. ▶ Repeats 1 or 2 frequent, short phrases from the good morning song, "Good morning, good morning, good morning to you." ▶ Plays with sounds in English words, saying "M-m-mom. M-m-mommy." ▶ Says, "Clifford 变成一个 lady 了" (Clifford turned into a lady) after putting a dress on the big red dog Clifford in the dramatic play area. ▶ Participates in a group story creation by adding, "The End!" to end the story after several other children have contributed. 	<ul style="list-style-type: none"> ▶ Says, "Help!" while handing a bottle of paint to teacher after trying to open it and failing to do so. ▶ Says, "Pencil," to ask for a pencil from a peer while playing restaurant in the dramatic play area. ▶ Says, "Lookit shoe," and gestures at untied shoelaces to ask for teacher's help in tying shoelaces. ▶ Expresses, "Wannit?" when offering another child the paintbrush after finishing in the art area. ▶ Communicates, "You give to me more," when a peer is distributing crackers during snack time. ▶ Says to a peer "Let me 上去, ok?" (Let me go up, ok?) at the outdoor slide. ▶ Says to a peer, "I go up?" and gestures at the slide during outdoor play. 	<ul style="list-style-type: none"> ▶ Communicates in English, "What you doing?" and "How you do that?" to a peer during outdoor play. ▶ Repeats longer memorized phrases from the morning song, such as, "Good morning, good morning, good morning to you. A new day's beginning. There's so much to do." ▶ Communicates to a peer while playing with playdough, "Me gusta playdough. I make galletitas and pan. You like it?" (I like playdough. I made cookies and bread. Do you like it?) ▶ Says to a peer, "You are baby. You go sleep the pillow," during dramatic play. ▶ Participates in a group story creation by responding, "Grape and cherry!" in response to teacher providing a prompt and inviting child participation, "Once upon a time there was a little girl. Her name was Miranda. Miranda went on a picnic with her friends. What did she bring to share?" (omits -s for plural) ▶ Says, "I play with animals last week. I see animals with my friends," when describing a class trip to a farm. (omits -ed for past tense) 	<ul style="list-style-type: none"> ▶ Says, "I wash my hand already!" in response to teacher asking, "It's time for snack. Let's all wash our hands!" ▶ Child: "¡Mira! ¡Lookit! The patitos!" (Look! Lookit! The ducklings!) ▶ Teacher: "Yes, I see the ducks. There is a mother duck and her ducklings, too." ▶ Child: "Yeah, the ducks, they want to cross the street, but, every time a car coming." ▶ Teacher: "Yes, just like us, they have to wait till there are no cars coming to cross the street. Then it is safe." ▶ Says, "I ate huevos. The huevos were really yummy! My papi and me, we get them at la tiendita," (I ate eggs. The eggs were yummy! My papi and me, we get them at the little store.) when talking with a peer about what they ate for breakfast.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 3: Understanding and response to English literacy activities

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



1. Mark the developmental level the child has mastered. ★ Complete this measure if English IS NOT the only language spoken in the child's home.

<p style="text-align: center;">○</p> <p style="text-align: center;">Discovering</p> <p>Demonstrates interest in literacy activities presented in home language or shows interest in simple literacy activities presented in English with the support of the home language, nonverbal cues, or both</p> <p>Examples</p>	<p style="text-align: center;">○</p> <p style="text-align: center;">Exploring</p> <p>Demonstrates some understanding of what is being communicated during literacy activities in English; responds using gestures or home language</p>	<p style="text-align: center;">○</p> <p style="text-align: center;">Developing</p> <p>Communicates parts of a book, story, song, or poem told or read in English mostly through actions, home language, and simple words in English; mixes English with home language</p> <p><i>Code switching is an important feature of language development for children who are dual language learners, and it is defined as "the use of two or more languages in the same stream of talk or as the ability to alternate between two language systems in a conversation" (CDE 2009, p. 58). See the User's Guide for additional information.</i></p>	<p style="text-align: center;">○</p> <p style="text-align: center;">Building</p> <p>Communicates basic ideas of a book, story, song, or poem told or read in English through actions, words, and simple phrases in English; sometimes mixes English with home language</p>	<p style="text-align: center;">○</p> <p style="text-align: center;">Integrating</p> <p>Communicates more complete content of a book, story, song, or poem using more elaborate English phrases; sometimes mixes English with home language</p>
<ul style="list-style-type: none"> ▶ Shows enthusiasm for stories, rhymes, or songs in home language. ▶ Participates by looking at pages while being read to in English one-on-one. ▶ Attends to a simple text version of <i>The Three Bears</i> read in English, after the story has been read in the home language. ▶ Plays with something on the rug or turns head away when teacher reads a book in English. 	<ul style="list-style-type: none"> ▶ Makes face gestures or sounds like a dog when the teacher reads a book or poem or sings a song about dogs. ▶ Chooses to join a group where the teacher is reading <i>Rosie's Walk</i> (an English book with a simple plot and text, and clear illustrations). ▶ Points to correct vehicles in response to teacher request, "Show me the car. The train. The airplane," while reading a book about transportation vehicles with the teacher. ▶ Laughs in response to parts of a storybook when teacher reads one-on-one with the child in English. ▶ Points to pictures in the book <i>The Three Bears</i> when the teacher asks, "Who is mama bear?" ▶ Draws pictures of a silkworm larva and then a cocoon after hearing a book about the stages of silkworms, and dictates to a teacher in the home language, "This is the worm. This is when it has wrapped itself up." 	<ul style="list-style-type: none"> ▶ Points to pictures of different animals and correctly says their names in English, such as "cow," "bat," during a read aloud in English of <i>Is Your Mama a Llama?</i> ▶ Flips through the pages of <i>Ten Little Monkeys</i>, a book that the class has gone over several times, and says, "Ten little monkeys jumping on the bed" and then, "Nine little monkeys jumping on the bed." ▶ Draws a spider and a web after listening to the book <i>The Very Busy Spider</i> and dictates "This is spider. This is fly." ▶ Places the Goldilocks cut-out on the flannel board when the teacher asks, "Who went in the house that belonged to the three bears?" after the story has been read several times. ▶ Sings, "Hello, hello," and waves when the teacher leads the class in singing the "Hello Song" during the morning circle time. 	<ul style="list-style-type: none"> ▶ Brings the book <i>Rosie's Walk</i> to a visiting family member and says "Rosie take a walk. Fox want eat her. Oh, no!" imitating the fox's failed attempts to catch Rosie the hen after the book was read by the teacher to the class earlier that day. ▶ Places cut-outs on a flannel board to identify several characters of the book <i>Where the Wild Things Are</i>. ▶ Says, "Baby bear mad! The girl, she eat it all. ¡Todo!" (Baby bear mad! The girl, she eat it all. All of it!), during a teacher-guided discussion of how baby bear felt when he found his empty bowl of porridge. ▶ Joins in with peers and chants most of the rhyme "Ten Little Monkeys" while playing outside. ▶ Names several of the animals that the baby llama meets in <i>Is Your Mama a Llama?</i> when talking with peers. 	<ul style="list-style-type: none"> ▶ Tells the teacher what happens in <i>The Very Hungry Caterpillar</i>, "He eats apples. He eats pears. He eats everything. Then his tummy hurts. Here he changes into a butterfly!" (Gestures towards the image of the butterfly on last page) after the book has been read aloud multiple times over several days. ▶ Teacher: "Tess and Gus were waiting for the bus. When they were waiting, what did they see?" Child: "Firetruck!" Peer: "And an ice cream truck." Child: "And the bus too?" Teacher: "Yes, the school bus came at the end," after hearing <i>The Bus for Us</i> read aloud several times. ▶ Says, "My mommy kiss me before I come to school. Then she goes to work," while reading <i>The Kissing Hand</i> with the teacher.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 4: Symbol, letter, and print knowledge in English

Definition: Child shows an increasing understanding that print in English carries meaning



1. Mark the developmental level the child has mastered. ★ Complete this measure if English IS NOT the only language spoken in the child's home.

<p style="text-align: center;">Discovering</p> <p style="text-align: center;">○</p> <p>Demonstrates awareness that symbols carry meaning or that print in home language carries meaning, or both</p>	<p style="text-align: center;">Exploring</p> <p style="text-align: center;">○</p> <p>Demonstrates awareness that print in English carries meaning</p>	<p style="text-align: center;">Developing</p> <p style="text-align: center;">○</p> <p>Demonstrates understanding that English print consists of letters</p>	<p style="text-align: center;">Building</p> <p style="text-align: center;">○</p> <p>Identifies a few English letters by sight and by name, including the letters in own name; recognizes own name in English print</p>	<p style="text-align: center;">Integrating</p> <p style="text-align: center;">○</p> <p>Identifies several English letters by sight and by name, including the letters in own name; recognizes a few printed words in English</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Asks teacher to read a story in her home language. ▶ Shows teacher a book and requests in home language that teacher read her the book, "¿Me lees el libro?" (Can you read me this book?) ▶ Points to Chinese character representing his name and says his name. ▶ Pulls a note from her pocket that was written by a parent in her home language and asks teacher to read it to her. ▶ Takes a bag from the dramatic play area with a logo from a local market and communicates in her home language, "Me and Mommy go there." 	<ul style="list-style-type: none"> ▶ Points to a name written in English on a cubby and says child's name (may or may not be the English name written on the cubby). ▶ Points to a caption written in English under a family picture and asks the teacher, in English or in the home language, what it says. ▶ Points to words next to a photograph in a field trip scrapbook and communicates to the teacher, in English or the home language, "Tell me." ▶ Asks teacher, in either English or the home language, to write "flower" on the easel painting she just completed. After teacher writes, "flower," points to the words and communicates, "flower," in either the home language or English. ▶ Points to the title line of the English book, <i>The Very Hungry Caterpillar</i>, and communicates to the teacher, in English or the home language, "hungry caterpillar." May say the words in a different order than they appear in the book title. 	<ul style="list-style-type: none"> ▶ Asks, "¿Cuál letra es ésta?" or "What letter is this?" while pointing to her name above the cubby. ▶ Points to a picture of blocks and says "B" while teacher reads a book about letters with "B" prominently displayed. ▶ Identifies the letter "D" during a reading activity, on a poster in the classroom, and on a sign during a neighborhood walk. ▶ Points to the "E" on Evan's paper and communicates to the teacher, "Elana." (Elana is the child's name.) ▶ Communicates, "Teacher, mira, mira, una 'O'!" (Teacher, look, look, an 'O'!) while tracing sand letters. ▶ Says to a peer, "Four letters," while pointing to own name on a class roster then, "Three letters," while pointing to that peer's name. 	<ul style="list-style-type: none"> ▶ Looks at picture of his family in a class book about families, points at name printed in English and says, "My English name," and then points at name written in Chinese and says, "My Chinese name." ▶ Points to magnetic letters, and names a few English letters correctly when talking with a peer. ▶ Writes the first letter of his name on the paper with his artwork. ▶ Pretend writes a menu with some recognizable letters. ▶ Points out some letters from poster on the wall. ▶ Identifies own name on class roster. ▶ Points to "A" in a word on a page while looking at a book and says "'A!' I have 'A' in my name." ▶ Points to own name and a peer's name and says, "I have a 'B.' You have a 'B.' You have a 'R.' I don't have a 'R.'" 	<ul style="list-style-type: none"> ▶ Points to Yoojin's name written in English above her cubby and communicates, "Yoojin's cubby." ▶ Points to the name "Suzy," a friend's name, on teacher's class roster and communicates to teacher, "Suzy." ▶ Writes all the letters in his name; one or two letters may be written backwards or out of order. ▶ Points to the word "cat," and says, "Cat," when the teacher is reading a book about animals. ▶ Identifies several words in the classroom, such as, "block," "door," "trucks," "books," "art," during clean-up time. ▶ Points to own name and names all the letters correctly one by one, and then points to friend's name and does the same, while standing at the coat hooks where each hook is labeled with a child's name.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 5: Identity of self in relation to others

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

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Expresses simple ideas about self and connection to people and things	Describes self or others based on obvious physical characteristics	Describes own preferences and feelings; identifies the feelings and desires of others	Compares own preferences, feelings, and physical characteristics to those of others	Describes and compares self and others using personality characteristics
<p>Examples</p> <ul style="list-style-type: none"> ▶ Uses family roles, such as “Brother,” “Baby sister,” “Mommy,” or “Daddy” in pretend play. ▶ Says, “I’m cooking like mommy!” while playing in the kitchen area. ▶ Gestures at photograph of her family and identifies the people, “Didi. Bhaiya. Me.” (older sister, older brother, and me in Hindi). 	<ul style="list-style-type: none"> ▶ Communicates, “My hair is red!” while drawing a picture of himself. ▶ Communicates, “I’m big!” while reaching for the faucet to wash her hands. ▶ Communicates, “I am four,” or shows four fingers to indicate age. ▶ Scribbles and then communicates that it is a picture of self or another person. ▶ Communicates, “My baby is so, so little,” when describing newborn sibling. 	<ul style="list-style-type: none"> ▶ Communicates, “I like to jump high,” while jumping side-by-side with a peer during outdoor play. ▶ Communicates to teacher, “Teacher, I’m mad,” after another child took a toy with which she was playing. ▶ Communicates to teacher, “Sally’s scared,” (Sally was startled and started crying after another child said, “Boo!” to her.) ▶ Seeks to do things by self, sometimes by refusing adult assistance. 	<ul style="list-style-type: none"> ▶ Communicates, “My hair is red, but she has brown hair.” ▶ Communicates, “I like to eat peanut butter. My mommy likes cheese.” ▶ Noticing a friend’s shoes communicates, “We both have sandals on today!” ▶ Communicates, “I got in the water but my sister didn’t. I like the water. She likes to play in the sand,” when talking about a recent visit to the beach with her family. ▶ Communicates, “I’m more happier than Jackie.” 	<ul style="list-style-type: none"> ▶ Tells her grandma, “I’m a good friend in school,” at the end of the day when she comes to pick her up. ▶ Communicates, “I like to be first to the door, but Michael doesn’t care about being first.” ▶ Communicates, “I’m shy.” ▶ Communicates to a peer, “Brianna likes to talk to her friends. I like to sit on the sofa and read books a little with my daddy,” during morning drop-off.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**

Measure 6: Recognition of ability

Definition: Child evaluates and takes pleasure in own abilities, and shows interest in others' evaluation of self

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Seeks teacher's attention in order to demonstrate abilities before engaging in an activity	Comments on own efforts or actions while doing a task	Describes specific skills positively	Characterizes self as someone who is able to do things well and skillfully	Compares own abilities and skills with those of others, usually favorably
Examples <ul style="list-style-type: none"> ▶ Tries to get teacher to watch by tugging on his hand before going down the slide. ▶ Communicates, "Watch me! Watch me!" and then demonstrates that she can put on own coat. ▶ Calls teacher over her and then shows her that he can strum a guitar. 	<ul style="list-style-type: none"> ▶ Communicates, "I'm making a really big tower." ▶ Communicates, "Look, I'm making tortillas!" when using playdough. ▶ Points or gestures with delight while painting a class mural. 	<ul style="list-style-type: none"> ▶ Communicates, "I cleaned up with the sponge!" after snack time. ▶ Shows another child some ways he knows to make a block tower more stable. ▶ Communicates, "I can help Josie cut the paper." 	<ul style="list-style-type: none"> ▶ Communicates, "I am good at drawing." ▶ Communicates, "I can do it teacher. That's not too hard for me." ▶ Communicates, "We are good helpers," after helping with cleaning-up after snack time. 	<ul style="list-style-type: none"> ▶ Assembles a puzzle, and then looks over to see how another child has done on another puzzle. ▶ Runs "races" with another child to see who can run faster. ▶ Comments to teacher, "I can count higher than anybody else!"

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 7: Relationships and social interactions with adults

Definition: Child develops close relationships with one or two familiar teachers and interacts in an increasingly competent and cooperative manner with teachers



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Interacts with teachers in a variety of situations (solving problems, sharing ideas and experiences)</p>	<p>Initiates cooperative activity with teachers, and sometimes seeks recognition when being cooperative or helpful</p>	<p>Shows interest in teacher's ideas and seeks explanations from teachers; shares many details of own experiences, including feelings about what happened</p>	<p>Works cooperatively with a teacher for a sustained period to plan and organize activities and to solve problems</p>	<p>Demonstrates understanding of the teacher's perspective and cooperates on this basis</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates to teacher, "Dadima," when teacher asks who brought her this morning, just after morning drop off (Dadima means grandma in Hindi). ▶ Says to teacher, "Wanna drink?" during pretend play in kitchen area. ▶ Approaches teacher while outside and gestures to scratch on her arm requesting a bandage. ▶ Calls familiar teacher over to join in with an activity. 	<ul style="list-style-type: none"> ▶ Approaches teacher to read a story together, pointing out familiar objects in the pictures. ▶ Offers to place napkins on tables when teacher is preparing snack, and then does so. ▶ Communicates, "Look, teacher! I cleaned up!" after cleaning up the blocks without being asked by teacher. 	<ul style="list-style-type: none"> ▶ Communicates to an adult, "Guess what I saw yesterday?" and tells simple story after teacher responds. ▶ Communicates, "Who's that?" gesturing to a picture of the teacher with her family, and when the teacher responds, "That's my son. And we're at the beach," asks, "You're that boy's mommy?" ▶ Approaches teacher when he has finished building a block tower and asks, "Teacher, what do I do now?" 	<ul style="list-style-type: none"> ▶ Works together with an adult to solve a puzzle, guessing about the picture that will emerge. ▶ Plans an art activity with an adult, discussing colors to use. ▶ Works with a teacher and other children on a building project, offering ideas and trying different approaches cooperatively. 	<ul style="list-style-type: none"> ▶ Communicates to peer who is talking loudly, "The teacher wants us to use our inside voices." ▶ Notices teacher clearing off the lunch table and tells other children, "It's time to clean up and get ready for snack." ▶ Waits until teacher stops talking before starting to talk. ▶ Opens door for teacher when noticing her with an armful of books to carry outside. ▶ Quiets down at circle time when noticing teacher is sitting quietly, holding a book to read aloud to the group.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 8: Relationships and social interactions with peers

Definition: Child interacts competently and cooperatively with other children and develops friendships with several peers



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Engages in brief episodes of cooperative play with one or two other peers, especially those with whom the child regularly plays</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ Takes turns putting on hats with another child in the dramatic play area. ▶ Pretends to eat food after a friend serves it to her. ▶ Joins in with one familiar child to make a mountain of sand for a short period of time. ▶ Plays cooperative game with two friends for third day in row. 	<p>Engages in extended episodes of cooperative play with one or two peers, including pretend play; identifies another child as a friend with whom he or she seeks to play</p> <ul style="list-style-type: none"> ▶ Builds a car track with another child; then plays with cars together on track. ▶ Communicates, "Marion is my friend." ▶ Chooses to sit with a particular child at lunch. 	<p>Initiates sustained episodes of complex, cooperative, and pretend play with two or three peers, particularly with friends</p> <ul style="list-style-type: none"> ▶ Builds pretend city with Anna and Katrina using blocks for an extended period of time. ▶ Spends free playtime with two children, pretending to be members of a family. ▶ Communicates, "I like being with Kavita." ▶ Builds a road track cooperatively in the sandbox for an extended time with two other children. 	<p>Organizes or participates in planning cooperative activity with several peers, especially if they are friends</p> <ul style="list-style-type: none"> ▶ Invites three playmates to build a city out of blocks, asking each one to build a different structure: "I'll build the road. You make the little house. And you make the big house. And you make the school, OK?" ▶ Participates in extended pretend play with peers, following the agreed-upon roles. ▶ Helps to negotiate where and how a small group of children can play with a ball during outdoor play while staying out of the way of another group of children. ▶ Communicates, "We can make one big spaceship with the plastic blocks. Want to try?" 	<p>Displays social understanding of other children, especially with friends, including concern for another's feelings, loyalty, and conflict resolution skills</p> <ul style="list-style-type: none"> ▶ Asks Amaeya, "What should we play, blocks or puppets?" and plays the activity Amaeya chooses. ▶ Suggests taking turns when they both want to play on the swings. ▶ Plans with a close friend how they will construct a road system in the block area. ▶ Defends a friend who is teased by another child. ▶ Tells other boys that they can't play with the trucks because he is saving them for Rashid.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 9: Social and emotional understanding

Definition: Child shows developing understanding of people's behavior, feelings, thoughts, and individual characteristics

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Communicates others' wants and own feelings and desires; explores feelings, thoughts, and desires during pretend play	Responds appropriately to others' communications, seeks to understand people's feelings and needs, and tries to figure out the causes of others' behavior, with adult assistance	Demonstrates awareness of the causes and consequences of others' emotions, and demonstrates an interest in what other people think and know	Communicates about personality differences and their effects on behavior and shows some understanding of what others think and feel	Compares people's personality traits; demonstrates capability of role-taking another's thoughts or feelings
Examples <ul style="list-style-type: none"> ▶ Observes a peer who is crying after morning drop off, approaches familiar teacher and communicates, "Billy wants his mommy. I want my mommy too." ▶ Gestures at peer who is smiling and gestures at her painting, "She likes it!" ▶ Says, "Are you sad?" after giving a pretend shot to a peer while playing doctor. 	<ul style="list-style-type: none"> ▶ Communicates, "I'll go get some!" when one child indicates that there is no food in the house during pretend play in the housekeeping area. ▶ Offers a special toy to another child who is crying. ▶ Rocks baby doll in arms and says, "Baby is sad." ▶ Asks teacher why another child is having a "bad day." 	<ul style="list-style-type: none"> ▶ Comments, "Adam is mad. His bridge keeps falling down!" ▶ Communicates about a younger child, "She's sad. She can't run as fast as me." ▶ Notices another child with a physical disability, and asks the teacher about the things that child can and cannot do. ▶ Asks the teacher what a peer is talking about when the peer is speaking to her mother in a language other than English. 	<ul style="list-style-type: none"> ▶ Communicates about another child, "He always likes to be first." ▶ Tells teacher, "Maria was sad because she thought she wouldn't get any snack!" ▶ Communicates to another peer, "You're silly," when peer starts giggling and other children start to join in. 	<ul style="list-style-type: none"> ▶ Describes another child as nice, just like his sister. ▶ Communicates to a child who is new to the class at pick-up time, "Don't worry. Your mommy will come." ▶ Describes self as a good friend, and can identify other children who are the same way. ▶ Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 10: Conflict negotiation

Definition: Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Requires adult assistance to communicate constructively and resolve conflict; expresses desires and feelings in conflict situations using words and actions	Uses appropriate words and actions to express own desires in some situations; seeks adult help to resolve conflict	Uses appropriate words and actions regularly when responding to conflict; suggests simple cooperative solutions based on mainly own needs; sometimes seeks adult help to resolve conflict	Considers the needs and interests of others when there is a conflict; sometimes negotiates and compromises and sometimes seeks solutions from an adult	Proposes, negotiates, and enacts solutions to conflicts regularly without adult assistance
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I want the ball," reaches toward peer who has a ball, but does not grab the ball after teacher says, "It looks like you want to play with the ball. Felipe is using it now. Let's find another one." ▶ Protests by pulling baby doll towards his body when a peer tries to take it away, then communicates, "My baby," after teacher suggests, "It's O.K. You can tell Sonali that it's your turn now with the baby." ▶ Begins to calm down when an adult says, "It looks like you don't want Michael to take those blocks you were playing with, Sara," after an initial reaction of crying loudly. 	<ul style="list-style-type: none"> ▶ Seeks an adult and indicates that another child won't give her a turn on the tricycle. ▶ Communicates to another child, "You are on my rug," during circle time. ▶ Goes to an adult and communicates that she needs a truck when the trucks are being used by other children; accepts a big car as a substitute. ▶ Communicates, "It's not O.K. I'm playing with it," to a peer who takes a toy away from him. 	<ul style="list-style-type: none"> ▶ Communicates to another child in the block area, "I'm playing with these. You can play with those." ▶ Moves to another chair after attempting to sit on the same chair with a peer during snack time. ▶ Communicates, "It's my turn to use that (gestures to a scarf in a peer's hands). Let me use it," in response to a child taking a scarf out of her hands while in the dramatic play area. ▶ Communicates to another child who wants to use the shovel in the sand play area, "You can have a turn after I'm done." ▶ Communicates, "I don't like it when you push me like that!" ▶ Communicates to teacher, "Sebastian has been on the computer a long time. Can you tell him it's my turn now?" 	<ul style="list-style-type: none"> ▶ Communicates to teacher, "Rashmi needs more beads so he can make a necklace too." ▶ Offers some crayons to a peer who says, "I only have two." ▶ Communicates, "OK, you can use the truck for five minutes, and then I can use it for five minutes," after consulting with the teacher. ▶ Communicates, "Everybody helps at clean-up time. He isn't helping, teacher," about a peer. 	<ul style="list-style-type: none"> ▶ Says, "I want to wear the red hat, too. How about if you wear it for three more minutes, then it's my turn?" ▶ Reports to teacher, "We decided that I can use this corner for my fort, and Jaime won't run there." ▶ Suggests building one tower together when another child wants to build with the blocks (and there aren't enough blocks for them to play separately).

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**

Measure 11: Curiosity and initiative in learning

Definition: Child intently explores people and objects, especially new ones, and increasingly pursues knowledge about new objects and events



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Explore how things work and asks “what” or “why” questions about objects, people or events</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ Asks, “What’s that?” when seeing a bulldozer across the street while on a neighborhood walk. ▶ Communicates, “Why aren’t you eating, teacher?” when the teacher sits with a group at snack. ▶ Rolls cars and trucks of different sizes down a ramp or slide. ▶ Fiddles with on/off switch of a toy and smiles when the toy lights up. 	<p>Carries simple investigations (e.g., makes simple predictions and checks them) to learn about objects, people, or events</p> <ul style="list-style-type: none"> ▶ Compares leaves gathered on a nature walk by color, putting them into three piles yellow, brown, and red. ▶ Communicates, “It will go to the bottom,” drops a ball into the water while playing at the water table, and watches what happens. ▶ Notices that when he adds white paint to the red paint it turns pink, and adds more red to see what will happen. 	<p>Uses a variety of strategies and tools to learn more and seek information about objects, people, or events</p> <ul style="list-style-type: none"> ▶ Uses magnetic wand to pick up objects around the room to figure out what kinds of things it works on. ▶ Looks at child building something, then tries to build the same. ▶ Asks questions about how to play a simple new board game and tries to play. ▶ Looks through a book about the lifecycle of butterflies after finding a caterpillar during outdoor play. 	<p>Engages confidently with objects, including materials, in experimental and inventive ways to create something or learn what will result</p> <ul style="list-style-type: none"> ▶ Combines bristle blocks with another kind of plastic interlocking blocks to make a structure. ▶ Communicates, “I want to make purple,” and then mixes different color combinations, like blue and yellow or blue and red. ▶ Uses a stick to dig a moat around the sand structure she built when all the shovels are being used by other children. ▶ Holds a prism up to the light, moving it around until a rainbow appears on the wall and communicates to a peer, “Look! I made a rainbow!” ▶ Suggests to a peer another way to use the tubes to move water at the water table. 	<p>Experiments with objects, including materials, by systematically modifying actions and reacting to the results</p> <ul style="list-style-type: none"> ▶ Makes a wooden block ramp steeper and steeper and runs a small metal car down it each time to find out what happens. ▶ Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes. ▶ Kicks a ball into a playground soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 12: Self-control of feelings and behavior

Definition: Child increasingly develops strategies for regulating feelings and behavior based on adult guidance

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Demonstrates capacity to manage feelings and behavior in moderately stressful situations, especially with adult support</p> <p>Examples</p>	<p>Uses words and other constructive forms of communication to express strong feelings on a regular basis; seeks adult assistance to manage feelings and behavior</p>	<p>Manages feelings and behavior using simple strategies on own (e.g. leaving a difficult situation, self-soothing, communicating needs)</p>	<p>Tries to gain self-control by using complex strategies (e.g. focusing on something else, verbal reminders to self, and negotiation and compromise)</p>	<p>Uses self-control strategies spontaneously and often; often restrains self from acting impulsively</p>
<ul style="list-style-type: none"> ▶ Waits impatiently for a turn with a toy, but does not grab it from the other child. ▶ Calms down when an adult puts words to a peer conflict and suggests a solution. ▶ Becomes upset, but does not cry or act out, when an adult says she cannot go outside to play now. ▶ Wants to join in snack time without washing hands, but washes hands when the teacher reminds her. 	<ul style="list-style-type: none"> ▶ Goes to the art table when the teacher says, "It's art time," but when a peer moves the marker container away from him, goes back to the teacher and communicates, "Teacher, Reina won't share the markers!" ▶ Approaches a favorite teacher and communicates, "I'm sad," after mother departs in the morning. ▶ Goes to play with an adult after attempting unsuccessfully to join peers in the block area. ▶ Communicates to another child while waiting to wash her hands at the sink, "Hurry! I'm starving. You're taking too long." ▶ Goes to adult for help when feeling frustrated about a child who will not give up the computer. 	<ul style="list-style-type: none"> ▶ Offers a different toy in exchange when another child has the toy she wants. ▶ Communicates, "OK, It's my turn after you are done," while standing by a child who is painting at the easel. ▶ Approaches teacher who is reading a book with another child on the rug; hands the teacher a book, communicates, "My turn next, teacher," and sits down to wait, listening to the end of the story. ▶ Rushes to be the first to play with the balls during outdoor play and runs away with one of the balls when other children try to join in. ▶ Communicates, "I'm mad. I don't like it when you do that!" after a peer takes all her blocks. 	<ul style="list-style-type: none"> ▶ Says to self, "Gentle petting," while petting the class bunny. ▶ Finds another activity of interest until computer is available when unable to use the computer. ▶ Offers a strategy such as, "Hey, we can each use one of the markers. I want this one," when other children want to use the same set of markers she wants. ▶ Indicates, "I told Aurelio he can use the scooter in five minutes!" ▶ Looks angry and then goes to a favorite alternative activity when the playhouse is full. ▶ Communicates, "Don't push!" when another child pushes, and then, "You can have a turn next." ▶ Says to self, "Daddy said he would be late to pick me up today." 	<ul style="list-style-type: none"> ▶ Waits to be acknowledged by the teacher before answering a question at circle time rather than blurting it out. ▶ Raises hands (as if to push), pauses and then communicates, "I don't like it when you push! I was here first," when pushed by peer. ▶ Rushes to be first to play with the balls at recess and then backs off when other children want to join in. ▶ Communicates to self, "It's just pretend," when reading a scary story on own. ▶ Begins to rush ahead of the group on a nature walk then spontaneously slows down to return to the group. ▶ Communicates to an adult, "Can you tell me when I can play in the playhouse?" when the playhouse is full, and then goes to the water table.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**

Measure 13: Engagement and persistence

Definition: Child persists in understanding and mastering a self-selected activity, even if it is challenging or difficult

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Continues self-selected activities on own for a while, but sometimes becomes distracted or loses interest without adult encouragement</p> <p>Examples</p>	<p>Chooses activities on own, and sometimes persists in the face of difficulty or distraction, especially with an adult's support</p>	<p>Persists most of the time in working on challenging tasks and in distracting situations</p>	<p>Returns to or persists with challenging activities</p>	<p>Pursues complex activities, making and adjusting plans and following the steps through to completion</p>
<ul style="list-style-type: none"> ▶ Strings large beads, removes them from the string, and then strings them again. ▶ Builds a structure from blocks by himself with the support of the teacher. ▶ Finishes putting away paints with adult encouragement. ▶ Joins others making paper fans. When he has difficulty folding paper, she stops and communicates, "I can't do it." Continues only when teacher sits by his side and encourages him throughout the activity. 	<ul style="list-style-type: none"> ▶ Persists in completing a challenging puzzle with teacher helping with the most difficult pieces. ▶ Looks intently at a bug, is distracted when other children begin riding tricycles around him, but returns to looking at bug when teacher approaches and asks, "What did you find, Edwin?" ▶ Looks at a book or listens to a story on headphones from beginning to end. 	<ul style="list-style-type: none"> ▶ Works at completing a challenging puzzle even if having trouble finding the right pieces. ▶ Rebuilds house made out of sticks when it tumbles. ▶ Persists at trying to trace her hand even though it is hard to keep her fingers still. ▶ Continues to read a storybook even when other kids are singing nearby. 	<ul style="list-style-type: none"> ▶ Tries to climb higher on the climbing structure than she did the day before. ▶ Cuts out paper hearts shapes to glue to a card, redoing it until he is satisfied with the result. ▶ Folds her paper, staples it, uses tape, and writes on the folded part. Asks adult how to write "Happy Birthday" and attempts to copy the words. ▶ Works on a complex puzzle during activity time then returns to it later in the day. 	<ul style="list-style-type: none"> ▶ Makes a necklace of tiny beads, following a chosen pattern and correcting any errors along the way. ▶ Chooses an "I Spy" book from the library and systematically searches for every item listed on each page (book includes words and images for items listed). ▶ Makes a landscape on the sand table, planning roads, bridges and houses.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 14: Responsible conduct

Definition: Child develops skill in acting as a responsible group member and behaving in a fair and socially acceptable manner, regulating behavior according to classroom rules

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Complies with simple classrooms rules and procedures sometimes, but often needs adult prompting, especially when rules conflict with personal desires</p> <p>Examples</p>	<p>Shows understanding of classroom rules and procedures, but often needs adult reminders to follow them consistently</p>	<p>Follows rules and procedures in the classroom consistently on own; strives to be helpful in contributing to daily routines, and sometimes comments that a situation is unfair to self</p>	<p>Expresses importance of being a member of the class community and following classroom rules; reminds others of classroom rules; suggests new or modified rules</p>	<p>Participates in making new classroom rules, understands the difference between rules that are fair and unfair, and at times protests when rules seem unfair</p>
<ul style="list-style-type: none"> ▶ Resists having to stop playing in order to get ready for lunch, but accepts adult assistance with putting toys away. ▶ Goes to her cubby when the teacher begins the “going-home” song and prompts her to do so. ▶ Wants to play with a bouncing ball that another child has and waits when the teacher reminds him that his turn is next. 	<ul style="list-style-type: none"> ▶ Helps to put toys away when an activity concludes but gets distracted and moves on to another activity. ▶ Interrupts another child who is telling a story about a family trip and shows excitement as he shares about his own family’s trip to visit his family in Japan. ▶ Has a conflict with another child over balls in the outdoor play area, but complies when an adult asks each child to choose a ball. 	<ul style="list-style-type: none"> ▶ Tells the teacher when another child refuses to share with him. ▶ Reaches for the teacher’s hand and says in a soft voice that he needs to use the bathroom during a small group activity with the teacher. ▶ Participates in cleaning up own blocks during clean-up time without being asked. ▶ Communicates, “O.K.,” and moves to the back of the line when an adult explains that a peer is upset because he cut in line. 	<ul style="list-style-type: none"> ▶ Reminds another child that before snack time you need to put away the blocks and then you wash your hands. ▶ Suggests to a peer, “Let’s make a rule. When there’s only one piece of paper left, then we need to draw together,” when finding that there is only one piece left, but both children want to draw. ▶ Communicates, “The rule is we have to take turns. I can hold him, and you can pet him,” when he and a peer both want to hold the class pet. ▶ Volunteers to wipe down the tables after snack time. 	<ul style="list-style-type: none"> ▶ Communicates to a teacher, “It’s not fair that Zennia is always last because her name begins with a Z!” ▶ Suggests to the teacher a new rule that only three people can be in the reading area at one time so it does not get too crowded. ▶ Shares concern with the teacher that a child in a walker won’t be able to keep up when the class goes on a nature walk. ▶ Suggests that the group take a vote on a name for the classroom pet. ▶ Suggests making a sign-up list for a popular activity.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**

Measure 15: Shared use of space and materials

Definition: Child develops the ability to share the use of space and objects with others

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Recognizes that other children can use materials they have, and tries to keep control over space and materials he or she is using</p>	<p>Maintains control of materials or space that he or she cares about, allowing others to use the rest, and usually shares with adult prompting</p>	<p>Demonstrates knowledge of rules and procedures for sharing and abides by them most of the time</p>	<p>Invites others to share materials or space he or she is using without adult prompting</p>	<p>Initiates collaborative activity with others, and shows concern about everyone being treated fairly</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Keeps all the crayons near her even if only using one or two colors. ▶ Keeps the favorite cookie cutter to use with the play dough even if he is not using it at the time. ▶ Becomes frustrated while waiting at length for another child to finish playing with a desired toy, but does not reach for it. ▶ Communicates that the red cape is his, and gets upset when he sees somebody else wearing it. ▶ Notices peer holding a doll that she was playing with a few minutes ago; approaches peer, communicates, "Mine!" and takes the doll out of peer's hands. 	<ul style="list-style-type: none"> ▶ Accepts teacher's instructions that her turn on the easel is over when she finishes. ▶ Lets another child use some crayons, but moves the colors he wants close by. ▶ Has a conflict with another child over dolls in the house area, but complies when an adult asks that each of them pick one doll. ▶ Accepts from teacher a timer to determine start and end of a turn using a jump rope. ▶ Lets another child take a book from a pile next to her, but holds onto a few that she particularly likes. 	<ul style="list-style-type: none"> ▶ Accepts the rule when another child communicates, "The rule is everyone gets five minutes." ▶ Gestures to peer to scoot over and communicates to peer, "You're in my square," while gathering for circle time on the rug. ▶ Offers to share when adult asks who will share the play dough. ▶ Makes room for another child who wants to join in a group project. ▶ Communicates, "I'll wait here until you are done," to a child who is on the swings. 	<ul style="list-style-type: none"> ▶ Asks another child to look at pictures in a book with him. ▶ Communicates, "We each get a turn to paint." ▶ Communicates, "Let's take turns," when several children want to play with a basketball. ▶ Splits his play dough into three parts to share with others. 	<ul style="list-style-type: none"> ▶ Makes sure that each child takes turns getting their favorite garments when getting clothes in the dress-up area. ▶ Communicates, "It's not fair!" when a peer is excluded from a game. ▶ Tosses the basketball to another child who has been watching them play from the sidelines.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 16: Understanding of language (receptive)

Definition: Child understands increasingly complex communication and language



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Shows understanding of a wide variety of words, phrases, sentences, stories, and songs	Shows understanding of complex vocabulary and phrases in conversations, stories, and learning activities	Shows understanding that language can refer to imaginary, past, present, or future events; often responds with complete thoughts indicating an understanding of questions	Shows understanding that language can describe how and why things happen, in the past, present, and future; understands simple communicative intentions; answers questions with more detail	Shows understanding of language that can be used to express different intentions; demonstrates understanding of word play, jokes, and riddles
<p>Examples</p> <ul style="list-style-type: none"> ▶ Laughs at simple humor in familiar songs or stories. ▶ Stops teacher who is reading story to ask, "Why?" ▶ Responds to teacher's questions about what will happen next in story. ▶ Understands a book that involves finding objects under, behind, inside, or on top of something. ▶ Points to the cow in a picture of farm animals when asked to do so by a teacher. ▶ Pats head when a teacher asks children to show where we wear a hat. ▶ Stirs the soup when asked by a friend to do so in play kitchen area. ▶ Hands out the large plates at snack time when asked to do so by the teacher. ▶ Sits down next to Olivia when teacher requests, "Please go and sit by Olivia." 	<ul style="list-style-type: none"> ▶ Points to pictures of a parrot, teacher asks "Where is the parrot?" and points to an eagle when teacher asks, "Where is the eagle?" while looking at a book. ▶ Picks out the vegetables from a group of fruits and vegetables when teacher asks, "Which ones are vegetables?" ▶ Responds appropriately when teacher asks, "Which of the towers is tallest?" or "Which animal is shortest?" ▶ Goes to cubby, when teacher requests, "Show me the picture you drew last week." ▶ Stomps foot when teacher says, "Simon says, 'Stomp one foot.'" And then stomps both feet when teacher says "Simon says, 'Stomp your feet.'" ▶ Hands pencil to Soo-Jin and says, "This isn't mine. It's yours." 	<ul style="list-style-type: none"> ▶ Pretends to be the character in a story that the teacher is reading out loud. ▶ Moves baby bear puppet closer to mama bear puppet and comments, "Baby bear is sad," during puppet play. ▶ Draws a picture of an event that happened in the recent past such as a field trip or to include with a thank-you note written by the teacher with input from the children. ▶ Communicates, "I am excited that the firefighters are coming," after the teacher tells the class that the firefighters will be visiting the classroom next week. ▶ Responds, "I see what's wrong, this got all twisted up. You gotta untwist it to fix it," when peer describes a problem fixing the swing and asks child what he would do. ▶ Says, "I can't go. I am going to visit my grandma," after the teacher describes the field trip that the class will go on next week to the fire department. 	<ul style="list-style-type: none"> ▶ Responds, "No, because it was not her house," when teacher asks, "Do you think it was OK for Goldilocks to go in the three bears' house like that? Why?" ▶ Communicates, "Plants grow when they have water and sunshine," when teacher asks, "How do plants grow out of seeds?" ▶ Responds, "Firefighters save people," when teacher asks, "How do firefighters help people when there is a fire?" ▶ Listens as teacher and classmates talk about how caterpillars become butterflies even though she has never seen a caterpillar. 	<ul style="list-style-type: none"> ▶ Shows surprise when their teacher addresses police officer informally (e.g., by their first name). ▶ Laughs when adult makes the joke, "It looks like it is going to rain," when it is a really sunny day.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 17: Follows increasingly complex instructions

Definition: Child understands and responds to increasingly complex directions and requests



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Shows understanding of one- and two-step instructions and responds to requests about familiar routines	Shows understanding of two-step instructions and responds to requests about unfamiliar routines or unrelated events	Shows understanding of three-step instructions and responds to requests that are part of a familiar routine	Shows understanding of three-step instructions and responds to requests that are about a new or unfamiliar situation	Shows understanding of four-step instructions and responds to requests that are about a new or unrelated sequence of events or directions
<p>Examples</p> <ul style="list-style-type: none"> ▶ Sets the lid on paint jar when teacher communicates, "Let's put the paints away. It's clean-up time." ▶ Communicates, "No, it's mine," when teacher requests, "Please give Ajmal the crayon." ▶ Starts to take off jacket when teacher requests, "Please take off your jacket and put it in your cubby." ▶ Puts hands together when teacher directs, "Let's try it! Clap your hands and stomp your feet." ▶ Moves closer to block area when teacher requests, "Please clean up the block area and sit on the rug." ▶ Says, "I don't want to stop playing," when teacher says it is time to put things away for lunch. 	<ul style="list-style-type: none"> ▶ Hands teacher leaf picture after putting away a few blocks when teacher requests, "Put the blocks away and then bring me your leaf picture, please." ▶ Hesitates and then hands the truck to Sarita when teacher requests, "Please give the truck to Sarita and then go pick a book to read." ▶ Tags another peer and then starts running around the circle when teacher explains, "First you tag one of the children in the circle and then you run around the circle." 	<ul style="list-style-type: none"> ▶ Moves closer to sink when teacher requests, "Please finish your painting, wash your brush, and then hang your picture." ▶ Pushes chair in and looks at cubby when teacher directs, "Push your chair in, put your book in the cubby, and then wash your hands." 	<ul style="list-style-type: none"> ▶ Makes a circle of chairs after putting away books and carrying chair to the rug, when teacher requests, "Please put your books away, carry your chairs to the rug, and make a circle of chairs." ▶ Looks for Liam on the other side of the classroom when teacher communicates, "Please find Liam and give this box to him. Then you may go outside to play." ▶ Asks Akira if she can play when teacher says, "If Akira says you can play trains with her, go get a train and put it on the track with hers." ▶ Folds paper in two when teacher leads class in new activity, "Please fold your paper in two, open it up, and put paint just in the middle." 	<ul style="list-style-type: none"> ▶ Washes hands, puts lunch box in cubby and moves closer to the door when teacher requests, "After you have finished your snack, wash your hands, put your lunch box in your cubby, and line-up at the door." ▶ Takes out pencil, gets a piece of paper, and writes name on page when teacher requests, "Get out your pencil, go get a piece a paper from the back table, write your name in the top right corner of your paper, and wait for my directions."

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 18: Communication of needs, feelings, and interests (expressive)

Definition: Child uses language to communicate with increasingly complex words and sentences

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Uses simple phrases or sentences to express needs, feelings, and interests</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "Me go outside." ▶ Communicates, "Take shoes off," to teacher before naptime. ▶ Communicates, "I don't like that." ▶ Communicates, "I want to touch him," when the teacher brings the pet rabbit for a visit. ▶ Communicates to teacher, "I want mommy," at the end of the day. ▶ Says, "More crayons," when drawing with peer. ▶ Communicates to teacher, "I like dogs," when looking at a picture book of animals. 	<p>Uses complex sentences that contain nouns, verbs, adjectives, including recently learned vocabulary to express wants, needs, and opinions; focus of communication relates to the here and now</p> <ul style="list-style-type: none"> ▶ Communicates, "I fell down. I want a band-aid." ▶ Communicates to peer, "The cat meowed, so I gave her some food." ▶ Communicates to teacher, "I drew a huge house," during art activity. ▶ Communicates, "My feet are drippy wet," upon entering the classroom after returning from a neighborhood walk. ▶ Communicates to teacher, "I am the cooker. He is the waiter." 	<p>Uses words that are fairly precise and makes longer sentences by connecting shorter sentences; uses language to provide a simple rationale for requests or opinions</p> <ul style="list-style-type: none"> ▶ Says to Marisel during play, "We need some vegetables for the soup. Get me some broccoli, carrots, green beans, and peas." ▶ Asks teacher, "What's a president?" when looking at a history book. ▶ Asks peer, "What's a X-ray?" ▶ Communicates, "I brush my teeth every day in the morning and at night." ▶ Communicates, "Let's get out the instruments, like the guitar, the drums, and the keyboard." ▶ Communicates, "I want a bigger cookie. This one is too small." 	<p>Uses descriptive language or vocabulary to describe past, present, and future events</p> <ul style="list-style-type: none"> ▶ Communicates to teacher, "The dog ate the cat's food. Then he got in trouble and we put him outside. Then the dog cried. He was very sad. Then the next day the dog was sad. He's a bad dog." ▶ Describes, "Dragons don't need bikes 'cause they can fly. They have really big wings." ▶ Explains, "I know it is nap time. I don't want to sleep 'cause I'm not tired." ▶ Communicates to peer, "Let's hurry and clean up so we can go outside." 	<p>Uses most of the grammar of adult-like speech, frequently adapts own speech to the level of the listener</p> <ul style="list-style-type: none"> ▶ Communicates, "I was riding my bike and a car came in front of me, so, I stopped as fast as I could," when talking about car crashes. ▶ Communicates to teacher, "Me and my friend Tisha, we like to play dolls together." ▶ Communicates to younger sibling, when sibling points to the dinosaurs in classroom, "Do you like the red dinosaur or the blue dinosaur?" Then turns to friend and expresses, "My sister really loves dinosaurs, she plays with them at home."

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 19: Reciprocal communication and conversation

Definition: Child engages in back-and-forth communication that develops into increasingly extended conversations with the appropriate social use of language



1. Mark the developmental level the child has mastered.

Exploring Competencies ○ Engages in short conversations using simple phrases and sentences	Developing Competencies ○ Engages in short conversations; speaks clearly enough to be understood	Building Competencies ○ Engages in extended conversations about real or imaginary experiences; explains events that took place in the past with accurate detail	Integrating Competencies ○ Engages in extended conversations that build on emotions, ideas, and information shared with the other person; communicates with language clearly enough to be understood by most familiar and unfamiliar adults and children	Applying Competencies ○ Engages in extended conversation building on both concrete and abstract concepts and ideas, and displaying appropriate turn taking and social conventions of conversation
Examples <ul style="list-style-type: none"> ▶ Asks several questions about a story teacher read aloud. ▶ Says, "I'm the mommy. You're the baby," in pretend play. ▶ Requests, "More play dough, please," or, "Can I have the ball?" ▶ Refuses, "I don't want that," when a peer offers her a red crayon. ▶ Describes a picture of a lion in a book, "It has a long tail." ▶ Describes the story <i>Silly Sally</i> saying, "That is funny," while gesturing at a picture of Sally upside-down. ▶ Answers, "Yes" when a peer asks, "Want some blue paint?" ▶ Answers, "In my cubby," when teacher asks where he put his drawing to take home that day. 	<ul style="list-style-type: none"> ▶ Andre (child) communicates to a peer named Jordan, "That's my ball." Jordan: "I want it." Andre: "It's mine." ▶ Communicates to an adult, "I made a picture." Adult: "Who is in the picture?" Child: "It's my mom and my sister." ▶ Child: "Can I have the yellow play-dough?" Adult: "We are out of yellow, would you like blue?" Child: "I like blue." 	<ul style="list-style-type: none"> ▶ Communicates to a teacher, "My baby doll is sick." Teacher: "What's wrong?" Child: "Her tummy hurts." Teacher: "Why do you think it hurts?" Child: "She ate too many cookies." Teacher: "What can we do to help her feel better?" Child: "She can take a nap." ▶ Teacher: "What do you think is going to happen to that egg?" Child: "A baby chick is going to come out!" Teacher: "How will it get out?" Child: "It will peck and kick. I saw it before at a museum." 	<ul style="list-style-type: none"> ▶ Fernanda (child) communicates to a peer named Jesse, "Yesterday I got my brother's bike, because he is too big for it." Jessie: "You are so lucky!" Fernanda: "My brother got a new big bicycle. When I'm bigger I'll get a bike like him." Jessie: "Me too. I want one that is red." Fernanda: "I want a pink one." Jessie: "I want a dirt bike." Fernanda: "I want a dirt bike too." ▶ Adrián (child) communicates to a librarian visiting the class, "What books do you have?" Librarian: "Do you know this book Adrián?" Adrián: "Yes, I like that book. My mommy reads it to me." Librarian: "Oh! When did she read it to you?" Adrián: "She reads it to me a lot. I brush my teeth. Then we read books. Daisy is looking for her mama. She is sad." (discussing <i>Come Along Daisy</i>) 	<ul style="list-style-type: none"> ▶ Minh (child) asks peer named Tyrese, "Do you think the teacher will notice if I eat this cracker?" Tyrese, "Don't do that! The crackers are for snack time." Minh: "But I'm really, really hungry!" Tyrese, "We will eat snack soon. Just ask the teacher." ▶ Yaritza asks a peer named Luna, "Would you like to come over to my house for a play date?" Luna: "Today?" Yaritza: "I'll ask my mom if it's okay to invite a friend over today." Luna: "Yeah! And I'll ask mine too." ▶ Waits until peer is done telling a story to ask him a question about the story and then they engage in a discussion about the story.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 20: Comprehension and analysis of age-appropriate text, presented by adults

Definition: Child understands and responds to details and ideas from age-appropriate text presented by adults



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Reacts to familiar books by commenting, asking, or responding to questions about characters, objects, or events</p>	<p>Shows knowledge of main characters, events, or information (i.e., who, what, where) in a familiar story or informational text (e.g., science book)</p>	<p>Shows increased knowledge and understanding of details and sequencing (beginning, middle, end), cause-and-effect, and predicting in informational and narrative text</p>	<p>Demonstrates understanding of informational and narrative text by describing, predicting, summarizing, or comparing and contrasting, or making inferences about people, objects, or events</p>	<p>Demonstrates an understanding of increasingly complex informational and narrative text by retelling and stating inferences about its meaning and monitors own comprehension of text by asking and answering questions, and making analogies</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Says, "Blue fish," when teacher asks child who the story is about (responds to simple question about character). ▶ Says, "I like apples," after seeing an apple. ▶ Asks, "Where did the bears go?" when reading The Three Little Bears. 	<ul style="list-style-type: none"> ▶ Says, "Blue fish is confused," after teacher asks child who the story is about (shows knowledge of main character). ▶ Communicates, "I'm playing freight train," and fills all the cars with pretend food after hearing The Freight Train Book. ▶ Pretends to be one of Bear's friends bringing food in a play after hearing Bear Snores On. ▶ Answers correctly, "Where does the squirrel hide its food?" and draws a picture of different places a squirrel might hide food after hearing a non-fiction text about squirrels. ▶ Communicates, "Curious George is crying." 	<ul style="list-style-type: none"> ▶ Says, "Blue fish is confused because he is lost," after teacher asks child who the story is about (cause and effect). ▶ Explains the steps of planting a seed after reading The Carrot Seed. ▶ Retells a story by placing story picture cards or flannel board pictures in order of the story. ▶ Pretends to be a child who refuses to eat dinner then turns into a monster and becomes the king of the monsters after hearing the book, Where the Wild Things Are. 	<ul style="list-style-type: none"> ▶ Says, "It's about a blue fish who knows how to swim, but he loses his way after he meets his friend," in response to teacher asking who the story is about (compare/contrast). ▶ Predicts, "The caterpillar is going to get sick. I ate a lot of candy at Halloween, but I didn't get sick," after hearing the about The Very Hungry Caterpillar eating too much food. ▶ Compares a dolphin to a whale after hearing a book about marine creatures. ▶ Compares story facts or events in familiar stories; after hearing Going on a Bear Hunt, communicates, "There are bears in this book just like in Goldilocks. But the bears in Goldilocks aren't as scary." ▶ Explains a character's feelings, "The mother duck is very sad because she can't find her baby ducks. They will all come back, though, and then she will be happy again." 	<ul style="list-style-type: none"> ▶ Communicates, "He felt lonely and wanted to find his mom," when teacher asks child why the blue fish was in such a hurry (inferencing). ▶ Seeks clarification by communicating, "I don't understand why that happened," and then asks a question for clarification after hearing a story. ▶ Retells accurately the primary elements of the story back to the teacher after teacher tells a simple story.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 21: Letter and word knowledge

Definition: Child shows increasing awareness of symbols and letters in the environment and their relationship to sound, and understands that letters make up words



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Recognizes simple symbols (numbers and letters) in the environment</p> <p>Examples</p>	<p>Knows some letters by sight and by name, or recognizes own name in print</p>	<p>Knows ten or more letters by sight and by name</p>	<p>Knows most of the letters (upper and lower case) by sight and by name; understands that letters correspond to sounds that we use in speech to make words; recognizes some familiar whole written words</p>	<p>Knows all of the letters of the alphabet (upper and lower case) and the majority of their corresponding sounds for consonants and many vowel sounds; demonstrates some understanding of the alphabetic principle</p> <p><i>Alphabetic principle: Each letter in a word corresponds to the specific sounds that make up words and that those sounds correspond to the letters of the alphabet.</i></p>
<ul style="list-style-type: none"> ▶ Recognizes that a stop sign means 'stop.' ▶ Identifies some letters from his or her name. ▶ Recognizes a logo for a known store or restaurant chain. ▶ Identifies one number from an array of numbers in the environment (although may not be correct). 	<ul style="list-style-type: none"> ▶ Names some upper or lower case letters in storybooks, artwork, logos, magnets, or alphabet posters. ▶ Recognizes own name in print, such as on labels, artwork, cubbies, or chairs. ▶ Responds appropriately when teacher says, "Everyone whose name begins with 'D,' put on your jacket." ▶ Communicates, "Here is 'A,' here is 'M,' here is 'Z,'" when playing with an alphabet puzzle. ▶ Recognizes similarities between two written words ("Those words both start with a B!"). 	<ul style="list-style-type: none"> ▶ Points to letter "A" on the cover of a book and says to peer, "That's 'A.' It's like my name." (Child's name is Anna.) ▶ Says, "T is in tiger," during a small group discussion about animals they saw on a class trip to the zoo. ▶ Points to 'E' and says, "That's E, and points to 'F' and says that's 'F,'" while working on an alphabet puzzle with a peer. 	<ul style="list-style-type: none"> ▶ Names upper case and lower case "A" when looking at her name on her cubby. (Child's name is Anna.) ▶ Identifies the words "love" and "cat" when reading a book about family with the teacher. ▶ Sees the word "stop" and sounds out /s/-/t/-/o/-/p/. ▶ Says, "'B' says /b/ in bird and 'Brian.'" (Brian is his friend's name.) ▶ Points to word "NO" in the book NO David!. ▶ Gestures at three names that start with 'M' on the class roster and says, "'M' says /m/ for María, Mai, and Monty." 	<ul style="list-style-type: none"> ▶ Responds /f/ when shown the letter "F" and asked its sound. ▶ Looks at the word "cat," says, "/c/-/a/-/t/, cat," and then when shown cap can accurately distinguish from cat (demonstrates understanding of the alphabetic principle). ▶ Identifies common words "the" and "like" when looking at a song chart.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 22: Phonological awareness

Definition: Child shows awareness of the sounds that make up language, including the ability to manipulate sounds in language



1. Mark the developmental level the child has mastered.

<p>Exploring Competencies</p> <p>○</p> <p>Actively engages in play with sounds in words, songs, and rhymes; sings simple songs; says simple nursery rhymes</p>	<p>Developing Competencies</p> <p>○</p> <p>Begins to show awareness of larger units of language, such as words and syllables</p>	<p>Building Competencies</p> <p>○</p> <p>Blends and segments larger units of language, including compound words and syllables with or without the support of pictures or objects</p>	<p>Integrating Competencies</p> <p>○</p> <p>Blends and segments smaller units of language, such as, onsets and rimes, with or without the support of pictures or objects</p>	<p>Applying Competencies</p> <p>○</p> <p>Shows awareness of initial and final sound matching, initial phoneme segmentation, and blending</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Sings rhyming songs with the group, "Twinkle, twinkle little star, how I wonder what you are." ▶ Fills in the rhyming word of a familiar nursery rhyme. For example, when adult says, "Humpty Dumpty sat on a wall, Humpty Dumpty had a great . . .?" Child finishes with, "Fall." ▶ Takes two blocks and bangs them together two times, pauses and then bangs them together three times, pauses, then repeats the pattern. ▶ Plays with xylophone, strikes 2 short notes and 1 long note. The child sitting next to her takes the stick and strikes the same pattern. ▶ Uses "big" voice when teacher communicates, "We can use our big voices when we are outside." 	<ul style="list-style-type: none"> ▶ Claps out each word in "I am Matt" in a name game in the classroom after teacher has modeled clapping. ▶ Follows along when asked to clap the syllables in familiar words such as children's names or days of the week in a group activity. ▶ Stomps out "hul-ee-gull-ee" during dance activity following teacher's lead. 	<ul style="list-style-type: none"> ▶ Responds, "Goldfish," when teacher asks, "If you put together the words 'gold' and 'fish,' what word does that make?" (blends compound words) ▶ Responds, "Popcorn," when teacher asks, "If you put together the words 'pop' and 'corn,' what word does that make?" (blends compound words) ▶ Participates and responds correctly when adult says, "I will say the name of an animal at the zoo, but I'll say it in two parts. You guess what animal I am saying. If I say 'li-on' what animal is that? Yes, lion. Let's try it with other animals: ti-ger, tur-tle, gir-affe, mon-key, ze-bra." (blends syllables) ▶ Responds, "Cake," when teacher says, "What word do you have left over when you take the word 'pan' away from 'pancake?'" (segments compound words) ▶ Responds correctly when adult says, "Let's say some words of things from our classroom, but we will say them in two parts. I'll say the whole word first, then you say the word in parts." Adult says, "Table," and child responds "Ta-ble." (segments syllables) 	<ul style="list-style-type: none"> ▶ Says, "Cup," at the snack table when the teacher says, "What object am I talking about when I say /c/-/ up?'" (blends onset and rime) ▶ Says, "Coat," near the cubbies when the teacher says, "What object am I talking About when I say /c/-/ oat?'" (blends onset and rime) ▶ Removes the /m/ from "mice" to get "ice" or points to a picture of ice, presented among others, when asked, "What word do you get when you say 'mice' without /m?'" (deletes onset) 	<ul style="list-style-type: none"> ▶ Chooses the picture of a mouse after teacher shows her a picture of milk and asks her to find another picture that begins with the same initial sound as milk. (initial sound matching) ▶ Selects a picture of a bat when asked to find the word that ends the same as 'pet'. (final sound matching) ▶ Points to and says the name of three objects found in the classroom as the teacher sounds out the individual phonemes of each object, (e.g., /c/-/u/-/p/ for cup; e.g., /j/-/u/-/g/ for jug). ▶ Responds /p/-/e/-/n/ after teacher holds up a pen and teacher says, "If say /s/-/u/-/n/ for 'sun' what do you say for 'pen?'" (initial phoneme segmentation)

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 23: Emergent writing

Definition: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning

**1. Mark the developmental level the child has mastered.**

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Makes scribble-pictures of people, things, or events	Makes marks or scribbles to represent letters, names, and words	Writes letters or letter-like shapes to represent own name and words	Writes own name and simple words, with most letters correct	Writes and composes simple sentences to communicate ideas to others
Examples <ul style="list-style-type: none"> ▶ Produces circles and scribbles and communicates to teacher, "Baby crying," and "Mommy." ▶ Uses crayons, pencils, markers of different sizes to draw scribbles or shapes. ▶ Draws scribbles-pictures with chalk during outdoor play with peers. 	<ul style="list-style-type: none"> ▶ Attempts to make scribble writing linear and spaced like real letters or words (may not be readable). ▶ "Writes" own name using scribbles or marks that are different from pictures. ▶ Points to written marks at the bottom of an art project and communicates, "This is my name," or "This says 'Hee-Kyung.'" ▶ Pretends to write down a restaurant order taken in the dramatic play area, and hands it to "chef" to "read." 	<ul style="list-style-type: none"> ▶ Uses letter-like symbols to label a drawing. ▶ Writes own name with mistakes (e.g., leaves out or reverses some letters, uses letters of different sizes). ▶ Combines letter-like symbols, scribbles, and pictures to "write" a story (with occasional help from adult). ▶ Pretends to write a letter to a parent and signs it using letters from her name. 	<ul style="list-style-type: none"> ▶ Writes name accurately on things made in class. ▶ Writes "stop" on a stop sign in a drawing he made after a neighborhood walk (familiar words). ▶ Writes "DOG" by looking at a poster and copying the word (simple words). ▶ Asks how to spell some words and for help with writing these words. 	<ul style="list-style-type: none"> ▶ Writes a simple sentence, e.g., "I wnt a dog," when asked to write a letter to his parents. ▶ Writes a simple thank you note, e.g., "Thk you for cmng to vst," after the dentist visits the classroom. ▶ Writes "I love you" correctly on a drawing she gives to her father at the end of the day when he comes to pick her up (simple sentence).

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 24: Number sense of quantity and counting

Definition: Child shows developing understanding of number and quantity

1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Recites some number names, not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects</p>	<p>Correctly recites numbers in order one through ten; recognizes and knows the name of some numerals</p>	<p>Counts at least five objects correctly without counting an object more than once</p>	<p>Counts at least ten objects correctly; correctly recites numbers in order up to twenty; demonstrates understanding that the number name of last object counted is the total number</p>	<p>Counts at least 20 objects correctly; correctly recites numbers in order beyond twenty; demonstrates understanding that teen numbers are made up of tens and some ones</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I only have one cookie. I want two." ▶ Communicates to teacher, "I see three dogs," when reading a book about dogs together. ▶ Points and communicates, "1, 3, 4, 5, 7," as teacher points to numerals in a counting book. ▶ Points randomly to objects and says, "1, 2, 4." 	<ul style="list-style-type: none"> ▶ Recites, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10." ▶ Chants one to ten in order while walking to the bathroom. ▶ Points to the number "3" on the bus and communicates, "Three." 	<ul style="list-style-type: none"> ▶ Counts five bears in a story book, "1, 2, 3, 4, 5 – there are five bears." ▶ Brings six plates over to adult, when an adult asks for six more plates for the snack table. 	<ul style="list-style-type: none"> ▶ Paints a picture of ten flowers, then counts the flowers and correctly indicates how many there are. ▶ Counts objects up to 13 during small group time, and communicates, "I have 13 bears." ▶ During small group for math, asks teacher, "How many children are at the table?" and then proceeds to count eleven children correctly. ▶ Counts five spaces while advancing her game piece, when playing a board game with dice and rolling a five. ▶ Counts, "One, two, three, four, five" and communicates "Five," when asked, "How many boats do you have?" 	<ul style="list-style-type: none"> ▶ Counts continuously beyond 20, "... 19, 20, 21, 22, 23, 24, 25..." ▶ Tells friend that he can count up to 100, then starts counting up to 100 in tens ("10, 20, 30, 40, 50, 60, 70, 80, 90, 100"). ▶ Separates group of 14 flowers into 10 together and points to the other four, communicates all together it is 14. ▶ Brings 12 pencils to her peers sitting at the table, grabs a bundle of 10 pencils. Then counts, "Eleven, twelve," and brings two more pencils when helping the teacher.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**

Measure 25: Number sense of mathematical operations

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

1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Demonstrates that objects can be grouped and compared by quantity; communicates that result is “more” when objects from two groups are put together</p>	<p>Correctly identifies the larger of two groups without counting; adds or takes away objects from a group and communicates that the result is more or fewer</p>	<p>Compares by matching or counting two small groups of objects and identifies which has more, fewer, or whether they are the same; identifies the number of objects in a small group after one object is added or taken away</p>	<p>Solves simple addition and subtraction problems (+/- 1 or +/-2) with a small number of objects, either by knowing the answer or using counting to find out</p>	<p>Solves addition and subtraction problems (+/- 1, +/-2, and +/-3 or more) with totals up to 10, either by knowing the answer or using counting to find out</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “We have the same,” when referring to the number of toy animals, without counting, that each child has. ▶ Communicates, “Now we have more,” when the teacher combines markers on the table with markers from the shelf. ▶ Brings more blocks to block area to build a bigger tower and communicates, “Now I have more blocks.” 	<ul style="list-style-type: none"> ▶ Points to the group that is “larger” when peer asks, “Which one is more?” when there is a group of six cups and two cups. ▶ Gives away one of his cars to his peer and communicates, “Now I have only this car and this car,” gesturing to the two remaining cars. ▶ Communicates, “There are lots of red ones, but not so many purple ones,” when looking at a large pile of big red beads next to a small pile of purple beads. ▶ Communicates, “There are more kids on that team!” when one team has two more players. 	<ul style="list-style-type: none"> ▶ Counts the number of shells she has and the number a friend has and communicates, “Five and five, you have the same as me.” ▶ Puts out three cups, then communicates, “Oh, there are only two kids,” and takes one cup away when setting the table for snack. ▶ Communicates, “Hey, now there are only two cars,” after removing one car from the track. ▶ Adds one counting bear to her group of two when adult says, “You need to have three bears.” ▶ Eats one cracker and communicates, “Now, I only have two left.” 	<ul style="list-style-type: none"> ▶ Places two cups next to two other cups and communicates that there are four cups. ▶ Counts “1, 2, 3, 4, 5,” and communicates, “I have five blocks,” after getting two more blocks to add to her set of three blocks. ▶ Removes one block from a collection of five blocks and communicates, “I have four now.” ▶ Removes two (of six) ducks from the flannel board and counts the number of ducks left, communicates, “Now, there are only four left.” ▶ Child holds up four fingers correctly when teacher asks, “How many beads do you have now?” After teacher asks the child to add one more bead to her original collection of three. 	<ul style="list-style-type: none"> ▶ Child answers 6 when asked, “How much is $3 + 3$?” ▶ Child holds up five fingers on one hand and three more fingers on the other hand and counts, “1, 2, 3, 4, 5, 6, 7, 8,” and responds, “8” when asked, “If you had 5 balloons and I gave you 3 more, how many would you have all together?” ▶ Solves a problem, $7 + 2$, presented on a worksheet by counting up from 7, “7, 8, 9”. Writes down the number 9. ▶ Child removes three cars and counts the numbers of cars left. “1, 2, 3, 4, 5, 6, 7,” and replies “7” when teacher asks, “You have 10 cars, if I took 3 away, how many would you have left?”

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

Measure 26: Measurement

Definition: Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties

1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Shows understanding or uses words that describe some measurable property such as size, length, weight, or capacity (big or little)	Compares two objects (e.g., putting objects side by side); and uses words that compare size, length, weight, or capacity of objects (bigger or smaller)	Orders objects by one measurable property (e.g., size, length, weight, or capacity)	Engages in exploratory use of measurement tools and tries to measure length using standard or nonstandard units	Engages in measuring length by laying equal size objects (e.g., unit blocks) end-to-end, or by using a tool such as a ruler, not necessarily correctly
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "This pumpkin is SO heavy." ▶ Gestures to indicate how big an object is. ▶ Brings the shovel with the long handle to the sand area when asked by teacher to do so. ▶ Communicates, "I'm thirsty," and points to a big glass of water. ▶ Communicates, "Mine is longer than yours," when placing trains side-by-side to check which is longer. 	<ul style="list-style-type: none"> ▶ Looks at two cups side by side and chooses the larger one. ▶ Communicates to peer, "My train is longer than yours." ▶ Hands a friend a large block while communicating, "We need a bigger one for the bridge." ▶ Looks closely at the two girls she is playing with and points to the one who has longer hair while communicating, "Hers is longer." 	<ul style="list-style-type: none"> ▶ Arranges four dolls from smallest to largest in pretend play with dolls. ▶ Orders different kinds of balls (e.g., beach ball, basketball, soccer ball, tennis ball) by size while outside on a playground. ▶ Fills up three containers with sand and arranges them from the one holding the most to the one holding the least. 	<ul style="list-style-type: none"> ▶ Asks teacher to mark his "tall tape" on the wall to see if he's taller today. ▶ Use hands or a stick to measure the length of a block tower with teacher guidance. ▶ Fills the measuring cup twice to get two cups during a cooking activity. ▶ Uses a balance scale to find out which of two rocks is heavier. 	<ul style="list-style-type: none"> ▶ Uses a simple ruler (single units) to measure the length of a beetle, but uses "1" rather than "0" as the starting point. ▶ Places same size blocks from one end of the rug to the other (end-to-end), but leaves gaps between some blocks, then counts the blocks to see how long the rug is. ▶ While engaging in building a castle with her peers, brings over the measuring tape to find the height of the structure.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**

Measure 27: Shapes

Definition: Child shows increasing knowledge of shapes and their characteristics

1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Demonstrates understanding that shapes are different from one another without necessarily naming individual shapes</p>	<p>Correctly names or identifies circles, squares, and triangles</p>	<p>Recognizes shapes when they are presented in new orientation or as parts of other objects</p>	<p>Describes characteristics and differences of several shapes</p>	<p>Recognizes and names a greater variety of 2-D shapes (e.g., rectangle, trapezoid, semi-circle), and some 3-D shapes (e.g., cylinder, pyramid)</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Places circle in correct place on simple shape puzzle on first try, and then places triangle in correct place. ▶ Picks out squares from a set that contains circles, squares, and triangles, and then picks out triangles. ▶ Stacks all the triangles on top of one another. After stacking triangles, starts to stack the circle shapes on top of one another. 	<ul style="list-style-type: none"> ▶ Communicates, "Now the circle," after placing the square in the puzzle. ▶ Indicates, "That's a triangle," while pointing to a miniature yield sign near the toy vehicles. ▶ Points to the clock in the classroom and communicates, "The clock is a circle." 	<ul style="list-style-type: none"> ▶ Identifies triangles even though some have equal sides, some have longer sides, and some are pointed downward. ▶ Looks at a figure made of shapes, points to the face and communicates, "This is a circle." ▶ Looks for the a circle when working on the wheels, and a rectangle when working on the windows, when putting together a puzzle of a car. ▶ Shows another child that he or she can put two triangles together to make a diamond shape. ▶ Turns and flips shapes to correct orientation to complete simple pattern block or tangram puzzles. 	<ul style="list-style-type: none"> ▶ Communicates, "This one has a pointy part and it's big; this one is curvy, but it's little," when looking at a circle and a triangle. ▶ Communicates, "A triangle has three sides; a square has four sides." ▶ Communicates, "An oval looks like an egg." ▶ Makes shape from clay and communicates, "Look! A triangle." 	<ul style="list-style-type: none"> ▶ Communicates to peer sitting nearby, "I need another semi-circle to make a whole circle," when manipulating one semi-circle tangram puzzle piece. ▶ Communicates to teacher, "I put two cylinders on the bottom and a rectangle on top to make the bridge," while building a bridge in the block area. ▶ Child points to the pyramid and communicates, "The pyramid has a triangle on this side and on this side," in response to teacher asking, "Which of these shapes looks similar to a triangle, the cube or the pyramid?"

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 28: Patterning

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

1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Identifies and responds to simple patterns	Copies simple patterns	Creates or extends simple patterns	Creates or extends more complex patterns (more than two repeating elements, e.g., ABC, or varying the number of times each element appears, e.g., AAB), not always correctly	Creates or extends more complex patterns with accuracy most of the time
<p>Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "This is red and blue and red and blue," when pointing to the stripes on a blanket. ▶ Recognizes a simple repeating pattern like colored stripes on a friend's shirt. ▶ Watches stop light change colors, communicates, "Red, green." ▶ Bounces whole body up and down to the beat in a song. 	<ul style="list-style-type: none"> ▶ Participates in a clapping song with repetitive clapping patterns. ▶ Makes a necklace from beads that match the pattern in her shirt. ▶ Paints colored stripes on her own in the same pattern as the paper rainbow hanging on the wall in the classroom. 	<ul style="list-style-type: none"> ▶ Creates red-red-blue-blue, red-red-blue-blue pattern with colored blocks on his own. ▶ Uses a variety of objects (animals, vehicles, blocks, house-keeping toys, etc.) to create or extend a simple pattern on own. ▶ Puts toy animals in a pattern (duck-cow, duck-cow). ▶ Lines up plastic colored blocks and communicates, "Look, green, yellow, green, yellow." 	<ul style="list-style-type: none"> ▶ Uses colored cubes to make red-yellow-blue, red-yellow-blue pattern. ▶ Strings beads on a necklace in a green purple-purple, green-purple-purple sequence. ▶ Continues a clap-clap-stomp pattern with clap-clap-stomp, occasionally missing a clap or a stomp. ▶ Strings beads on a necklace, attempting to have a red-blue-blue repeating pattern, but occasionally misses and places only one blue bead in the pattern. 	<ul style="list-style-type: none"> ▶ Strings beads on a necklace in a green-purple-purple, green-purple-purple sequence. ▶ Creates own variation of the head, shoulders, knees, and toes pattern. ▶ Lines up correctly, according to teacher's suggestion of creating a pattern of girl, boy, girl, boy. ▶ Uses the pattern purple-pink-pink to color in parts of the wings when coloring her butterfly.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here.** ▶

Measure 29: Problem solving

Definition: Child shows increasing ability to reason logically in using strategies to solve problems

1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
<p>Uses a variety of strategies relevant to problem situations, avoiding solutions that clearly will not work</p> <p>Examples</p> <ul style="list-style-type: none"> ▶ Kicks some sand, uses hands to search through sand, and then calls the teacher to help when trying to find a toy that is buried in the sandbox. ▶ Chooses a large block as a base of a tower instead of a smaller one, or one with an incline. ▶ Uses a cup to bring water from the water fountain to the sand box when building a sand castle. ▶ Tries to pull a wagon, but when it is too difficult, goes to the other side and pushes the wagon to move it. ▶ Tries to put on her coat by laying the coat down first, then putting one hand in the sleeve. 	<p>Uses previously acquired strategies consistently and efficiently to solve problems</p> <ul style="list-style-type: none"> ▶ Finds and uses a shovel to get a toy that's buried in a sandbox. ▶ Drags a step stool near the shelf and uses it to try and reach a higher object. ▶ Finds and uses a large bucket, rather than a small cup, to bring enough water from the water fountain to the sand box when building sand castle. ▶ Puts one paintbrush in each paint cup to find out if there are enough brushes. ▶ Tries to find out which of two objects is longer by putting them side by side. ▶ Communicates to the teacher, "It needs new batteries," when an unfamiliar toy stops working. ▶ Tries to open the juice container by pushing the way teachers do to open the milk container during snack time. ▶ Uses a mechanical pencil sharpener to sharpen a dull crayon. 	<p>Uses inventive strategies, including the use of familiar objects in new ways, to solve problems</p> <ul style="list-style-type: none"> ▶ Runs out of the same size unit blocks, looks for alternative materials, and continues building a wall. ▶ Uses a block as a doorstep when the classroom doorstep is missing. ▶ Uses a stick instead of a shovel to dig out a toy in the sandbox when all of the shovels are being used. ▶ Puts two triangular blocks together to make a square, when there are no more square blocks, and she is building a house. 	<p>Uses strategies that involve carrying out a sequence of two or three steps to solve complex problems</p> <ul style="list-style-type: none"> ▶ Notices that the bridge she built is too low for one of the cars to go under; gets more blocks; adds blocks underneath each side to adjust the height of the bridge. Checks if the car can go underneath the bridge. ▶ Constructs a roadway for a ball using tubes, blocks, and other materials, and tries different actions to make it roll in a certain direction. ▶ Tries to distribute a handful of beads evenly among the members of the small group by first giving each child one bead, then adding one bead at a time till all the beads are gone. ▶ Tries to move water through a tube while playing at the water table when a peer says, "Let's use this to fill the bucket." First, she places one end of the tube above the bucket and then pours water through the other end of the tube using a funnel. She watches the water come out the other end and begins to fill the bucket. 	<p>Plans and uses two or more strategies for solving complex problems (including inventive strategies, or ones that require several steps)</p> <ul style="list-style-type: none"> ▶ Looks at a picture when trying to figure out how to build something; takes one of the pieces and holds it next to the picture, rotating the piece to match the picture. ▶ Sorts puzzle pieces out into those with a straight edge and those without; sorts the pieces with a straight edge by color and then starts to form the puzzle frame. ▶ Plans with a peer how they want to build an airplane and suggests different materials for the body and the wings and how to stick them together. ▶ Sorts animal figures into several groups first by category (ocean animals and land animals) and then each category by kind (e.g., dolphins, sharks, octopii) when creating a zoo, made of blocks, with a friend.

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**

Measure 30: Classification

Definition: Child shows increasing ability to compare, match, and sort objects (living and non-living things) into groups according to their attributes

1. Mark the developmental level the child has mastered.

Exploring Competencies  <p>Sorts objects into two groups, based on one attribute or other criterion (e.g., size, color, shape, or kind of object)</p>	Developing Competencies  <p>Sorts objects into multiple groups, but may not use a consistent criterion or attribute for sorting</p>	Building Competencies  <p>Sorts objects into multiple groups according to one consistent attribute or criterion</p>	Integrating Competencies  <p>Sorts objects into multiple groups by one or more attributes (e.g., size and shape), sometimes sorts objects by one attribute and then subdivides those groups based on another attribute</p>	Applying Competencies  <p>Sorts objects into multiple groups by one or more attributes, using a greater variety of criteria, including criteria that are more abstract and less dependent on observable attributes</p>
Examples <ul style="list-style-type: none"> ▶ Sorts toys in the sandbox into a pile of shovels and a pile of buckets. ▶ Separates blocks into a blue pile and green pile, leaving a few green blocks in the blue pile. ▶ Places squashes into two groups “long ones” and “round ones.” ▶ Makes a group of toy trucks and a group of toy cars, but may place some of the trucks with the cars. ▶ Sorts rocks into two piles, big and small, after a neighborhood walk. 	<ul style="list-style-type: none"> ▶ Starts to sort a pile of toy animals by kind (e.g., dogs, cats, and birds), midway through sorting puts the baby dogs and baby cats together. ▶ Separates the writing tools from basket into crayons, pencils, and markers, but may leave some crayons in the basket while cleaning up. ▶ Sorts out some of the balls into big, small, and medium from a bin with different-sized balls; midway through puts all the soccer balls together during outdoor play. ▶ Sorts leaves into three piles, orange, brown, and green, and creates another pile of all the “tiny” leaves after a neighborhood walk. 	<ul style="list-style-type: none"> ▶ Sorts a variety balls by size, putting the small balls together, medium balls together, and large balls together during outdoor play. ▶ Puts away pencils, crayons, and markers into different baskets when cleaning up. ▶ Sorts seashells by shape, separating the cone-shaped seashells the fan-shaped seashells, and the star-shaped seashells into different piles. ▶ Sorts lima, pinto, black, and kidney beans into piles by color. 	<ul style="list-style-type: none"> ▶ Separates tiles into four groups – blue circles, blue squares, red circles, and red squares. ▶ Removes spoons, forks, and knives from the play kitchen, and sorts utensils into groups – big spoons, small spoons, big forks, small forks. ▶ Helps make a class chart of the number of boys with brown eyes, girls with brown eyes, boys with blue eyes, and girls with blue eyes. ▶ Sorts leaves into three piles by color (orange, brown, and green) and then sorts each pile by size (big and small). 	<ul style="list-style-type: none"> ▶ Puts pictures of a scarf, beanie, and warm jacket together and pictures of a bathing suit, sandals, and bucket together; referring to the groups, explains to the teacher, “These you use in the winter and these you use in the summer.” ▶ Puts the ruler, magnifying glass, and balance scale in the science area, and the scissors, hole puncher and construction paper in the art area during clean-up. ▶ Sorts tangram puzzle pieces by shape, into trapezoids, rhombuses, and squares, and explains to peer, “I put the squares here, the trapezoids here, and these ones here,” then spontaneously sorts each group by color. ▶ Sorts tools into garden tools, building tools, and kitchen tools. ▶ Groups objects into ones that roll (cylinder-shaped block, toy car with wheels, crayon, etc.) and ones that do not roll (square blocks, books, magnifying glass).

2. Record evidence for this rating here. ▶**3. If you are unable to rate this measure, explain here. ▶**