# DRDP (2015)
## Rating Booklet

**An Early Childhood Developmental Continuum**

### Infant/Toddler View
**for use with infants and toddlers**

Child's Name (First and Last): _____

Student ID (Issued by district for reporting to CASEMIS): _____

Assessment Period (e.g., Fall 2016): _____

Date DRDP (2015) was completed (e.g., 09/07/2016): _____ / _____ / _____
                                              month       day       year

**Instructions:** Write the child's name, student identification number, and the date this Rating Booklet was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR.

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

### ATL-REG 1: Attention Maintenance
Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Later | ◯ Earlier | Middle | Later | Earlier |
| Attends or responds briefly to people, things, or sounds | Shifts attention frequently from one person or thing to another | Maintains attention, on own or with adult support, during brief activities | Maintains attention, with adult support, during activities that last for extended periods of time | Maintains attention on own during activities that last for extended periods of time | *There are no later levels for this measure* | | |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

### ATL-REG 2: Self-Comforting
Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Later | ◯ Earlier | Middle | Later | Earlier |
| Responds to internal or external stimulation in basic ways | Engages in behaviors that have previously worked to soothe self | Comforts self by seeking a familiar adult or a special thing | Comforts self in different ways, based on the situation | Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways | *There are no later levels for this measure* | | |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

### ATL-REG 3: Imitation
Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Later | ◯ Earlier | Middle | Later | Earlier |
| Responds to facial expressions or vocalizations in basic ways | Imitates approximations of single simple actions or sounds when interacting with others | Imitates actions, *or* Repeats familiar words or gestures by others when interacting with them | Imitates a few actions, *or* Repeats familiar actions or words experienced at an earlier time | Imitates multiple steps of others' actions, *or* Repeats phrases, experienced at an earlier time | *There are no later levels for this measure* | | |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

## ATL-REG 4: Curiosity and Initiative in Learning  Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Responds to people, things, or sounds | Notices new or unexpected characteristics or actions of people or things | Explores people or things in the immediate environment | Explores new ways to use familiar things, including simple trial and error | Explores through simple observations, or manipulations, or asking simple questions | Explores by engaging in specific observations, manipulations, or by asking specific questions | Carries out simple investigations using familiar strategies, tools, or sources of information | Carries out multi-step investigations, using a variety of strategies, tools, or sources of information |

◯ Child is emerging to the next developmental level     ◯ Unable to rate this measure due to extended absence

## ATL-REG 5: Self-Control of Feelings and Behavior  Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

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

◯ Child is emerging to the next developmental level     ◯ Unable to rate this measure due to extended absence

## Developmental Domain: SED — Social and Emotional Development

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

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Responds in basic ways to others | Uses senses to explore self and others | Recognizes self and familiar people | Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name) | Expresses simple ideas about self and connection to others | Describes self or others based on physical characteristics | Describes own preferences or feelings; *and* Describes the feelings or desires of family members, friends, or other familiar people | Compares own preferences or feelings to those of others |

◯ Child is emerging to the next developmental level     ◯ Unable to rate this measure due to extended absence

## SED 2: Social and Emotional Understanding
Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

| Responding | | Exploring | | Building | | | Integrating |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ○ Earlier | ○ Later | ○ Earlier | ○ Later | ○ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Responds to faces, voices, or actions of other people | Shows awareness of what to expect from familiar people by responding to or anticipating their actions | Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations | Adjusts behavior in response to emotional expressions of people who are less familiar | Identifies own or others' feelings | Communicates, with adult assistance, about feelings that caused own behavior or others' behavior | Communicates ideas about why one has a feeling or what will happen as a result of a feeling | Communicates ideas about how own or another's personality affects how one thinks, feels, and acts |

○ Child is emerging to the next developmental level  ○ Unable to rate this measure due to extended absence

## SED 3: Relationships and Social Interactions with Familiar Adults
Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

| Responding | | Exploring | | Building | | | Integrating |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ○ Earlier | ○ Later | ○ Earlier | ○ Later | ○ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Responds to faces, voices, or actions of familiar people | Shows a preference for familiar adults and tries to interact with them | Interacts in simple ways with familiar adults and tries to maintain the interactions | Initiates activities with familiar adults; *and* Seeks out assistance or support from familiar adults | Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems) | Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child | Takes initiative in creating cooperative activities with a familiar adult | Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems |

○ Child is emerging to the next developmental level  ○ Unable to rate this measure due to extended absence

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

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

○ Child is emerging to the next developmental level  ○ Unable to rate this measure due to extended absence

## SED 5: Symbolic and Sociodramatic Play
Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

| Responding | | Exploring | | Building | | | Integrating |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ○ Earlier | ○ Later | ○ Earlier | ○ Later | ○ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Responds to people or objects in basic ways | Explores people and objects in a variety of ways | Uses or combines objects in functional or meaningful ways | Pretends that an object represents another object or serves a different purpose | Engages in pretend-play sequences | Engages in pretend play with others around a shared idea | Engages in roles in pretend-play sequences with others | Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea |

○ Child is emerging to the next developmental level  ○ Unable to rate this measure due to extended absence

## Developmental Domain: LLD — Language and Literacy Development

### LLD 1: Understanding of Language (Receptive) Child understands increasingly complex communication and language

| Responding | | Exploring | | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Middle** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Responds to voices, sounds, gestures, or facial expressions in basic ways | Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements) | Recognizes a few frequently used words or gestures in familiar situations | Shows understanding of a variety of single words | Shows understanding of frequently used simple phrases or sentences | Shows understanding of a wide variety of phrases or sentences | Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities | Shows understanding of language that refers to abstract concepts, including imaginary events | Shows understanding of a series of complex statements that explain how or why things happen |

◯ Child is emerging to the next developmental level      ◯ Unable to rate this measure due to extended absence

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

| Responding | | Exploring | | Building | | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | | (N/A) **Earlier** |
| Responds to voices, sounds, gestures, or facial expressions in basic ways | Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements) | Responds to a few frequently used words or gestures in familiar situations | Responds to simple comments that relate to a present situation | Responds to one-step requests or questions that involve a familiar activity or routine | Responds to one-step request that relates to a new or an unfamiliar activity or situation | Carries out a one-step request that relates to a new or an unfamiliar activity or situation | Carries out multi-step requests that involve a familiar activity or situation | Carries out multi-step requests that involve a new or unfamiliar activity or situation |

◯ Child is emerging to the next developmental level      ◯ Unable to rate this measure due to extended absence

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

| Responding | | Exploring | | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Middle** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Makes sounds spontaneously | Uses sounds, gestures, or facial expressions to communicate | Uses a few "first words," word-like sounds, or gestures to communicate | Uses a variety of single words to communicate | Uses two words together to communicate | Uses short phrases or sentences of more than two words to communicate | Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate | Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors | Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events |

◯ Child is emerging to the next developmental level      ◯ Unable to rate this measure due to extended absence

## LLD 4: Reciprocal Communication and Conversation
Child engages in back-and-forth communication that develops into increasingly extended conversations

| Responding | | Exploring | | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Middle | ◯ Later | ◯ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Responds to sounds or movements of others in basic ways | Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions | Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions | Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning | Engages in brief back-and-forth communication, combining words to communicate meaning | Engages in brief back-and-forth communication, using short phrases and sentences | Engages in brief conversations with a shared focus | Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas | Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

## LLD 5: Interest in Literacy
Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

| Responding | | Exploring | | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Later | ◯ Earlier | (N/A) Middle | (N/A) Later | | (N/A) Earlier |
| Attends or responds to people or things in basic ways | Plays with books; *and* Responds to other literacy activities | Attends briefly to a familiar adult reading books, singing songs, or saying rhymes | Looks at books on own briefly, *or* Chooses to join reading, singing, or rhyming activities led by an adult | Looks at books page by page, *or* Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult | Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games | Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story | | Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

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

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

| Responding | | Exploring | | Building | | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Later | ◯ Earlier | Middle | Later | | Earlier |
| Moves body parts in basic ways | Attends or responds as objects, people, or own body move through space | Explores how self or objects fit in or fill up different spaces | Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities | Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space | *There are no later levels for this measure* | | | |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

## COG 2: Classification  Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Attends to people, objects, or events | Interacts differently with familiar people and objects than with unfamiliar people and objects | Associates a person or object with another person or object, based on a similarity or relationship between them | Selects some objects that are similar from a collection of objects | Sorts objects into two groups based on one attribute, but not always accurately | Sorts objects accurately into two or more groups based on one attribute | Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups | Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute |

◯ **Child is emerging to the next developmental level**　　◯ **Unable to rate this measure due to extended absence**

## COG 3: Number Sense of Quantity  Child shows developing understanding of number and quantity

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Responds to people or objects in basic ways | Responds to changes in the number of objects observed or interacted with | Demonstrates awareness of quantity | Uses number names, but not always correctly, in situations related to number or quantity | Identifies small quantities without counting, up to three | Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten | Shows understanding that the last number counted is the total number of objects in the group | Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20 |

◯ **Child is emerging to the next developmental level**　　◯ **Unable to rate this measure due to extended absence**

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

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Responds or shows anticipatory excitement to people, objects, or actions | Repeats actions that have effects | Tries out different behaviors to cause effects | Searches for possible causes of actions, events, or behaviors | Acts on objects to cause a specific result | Acts in ways that take into account an anticipated result | Offers possible explanations for why certain actions or behaviors result in specific effects | Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results |

◯ **Child is emerging to the next developmental level**　　◯ **Unable to rate this measure due to extended absence**

## COG 9: Inquiry Through Observation and Investigation

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

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ⬭ Earlier | ⬭ Later | ⬭ Earlier | ⬭ Later | ⬭ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Responds to people, things, or sounds | Attends to responses of objects and people that result from own actions | Shows interest in people or things in the environment | Engages in simple purposeful explorations of familiar objects in the environment | Engages in sustained explorations | Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions | Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time) | Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest |

⬭ Child is emerging to the next developmental level    ⬭ Unable to rate this measure due to extended absence

## COG 11: Knowledge of the Natural World

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

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

⬭ Child is emerging to the next developmental level    ⬭ Unable to rate this measure due to extended absence

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

## PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

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

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ⬭ Earlier | ⬭ Later | ⬭ Earlier | ⬭ Later | ⬭ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts | Responds to sensory information by moving body or limbs to reach for or move toward people or objects | Uses sensory information to control body while exploring people, objects, or changes in the physical environment | Demonstrates awareness of major body parts by exploring their movement potential | Tries different ways to coordinate movements of large or small body parts | Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects | Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces | Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces |

⬭ Child is emerging to the next developmental level    ⬭ Unable to rate this measure due to extended absence

## PD-HLTH 2: Gross Locomotor Movement Skills
Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

| Responding | | Exploring | | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Middle | ◯ Later | ◯ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Moves in basic and often involuntary ways | Moves two or more body parts together, often with intention | Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom | Coordinates movement of whole body while upright, using support | Coordinates basic movements in an upright position without using support | Coordinates movements, in an upright position, that momentarily move whole body off the ground | Coordinates and controls individual locomotor movements, with some success | Combines and coordinates two or more locomotor movements together in effective ways, with some success | Combines a variety of locomotor movements and moves effectively across a range of activities |

◯ Child is emerging to the next developmental level     ◯ Unable to rate this measure due to extended absence

## PD-HLTH 3: Gross Motor Manipulative Skills
Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

| Responding | | Exploring | | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Middle | ◯ Later | ◯ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Moves in basic and often involuntary ways | Uses arms, legs, or body to move toward or reach for people or objects | Uses arms, legs, or body to engage in simple, repeated actions on objects | Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support | Manipulates objects, using one or more body parts, with limited stability | Manipulates objects, using one or more body parts, with stability but limited coordination | Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements | Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements | Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities |

◯ Child is emerging to the next developmental level     ◯ Unable to rate this measure due to extended absence

## PD-HLTH 4: Fine Motor Manipulative Skills
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

| Responding | | Exploring | | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|---|
| ◯ Earlier | ◯ Later | ◯ Earlier | ◯ Middle | ◯ Later | ◯ Earlier | (N/A) Middle | (N/A) Later | (N/A) Earlier |
| Moves arms or hands in basic ways | Uses arms or hands to make contact with objects in the environment | Grasps objects with entire hand | Grasps objects with fingers and thumb | Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects | Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body | Manipulates objects with both hands doing different movements | Manipulates objects, using hands, with strength, accuracy, and coordination | Performs, with efficiency, a variety of tasks that require precise manipulation of small objects |

◯ Child is emerging to the next developmental level     ◯ Unable to rate this measure due to extended absence

## PD-HLTH 5: Safety
Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Reacts to unpleasant stimulation or events in basic ways | Responds to situations that make child feel unsafe | Seeks to make contact with familiar adult | Follows adults' guidance about basic safety practices | Follows basic safety practices, with close adult supervision | Follows basic safety practices on own in familiar environments, with occasional adult reminders | Applies basic safety practices on own across different situations | Communicates an understanding of some safety practices to others |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

## PD-HLTH 6: Personal Care Routines: Hygiene
Child increasingly responds to and initiates personal care routines that support hygiene

| Responding | | Exploring | | Building | | | Integrating |
|---|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Middle** | (N/A) **Later** | (N/A) **Earlier** |
| Responds in basic ways during personal care routines that involve hygiene | Responds in ways that demonstrate awareness of a hygiene routine | Anticipates one or two steps of a hygiene routine | Participates in own hygiene routines, with an adult | Carries out some steps of own hygiene routines, with specific adult guidance or demonstration | Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them | Initiates and carries out most steps of familiar hygiene routines on own | Initiates and completes familiar hygiene routines on own |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

## PD-HLTH 7: Personal Care Routines: Feeding
Child responds to feeding and feeds self with increasing proficiency

| Responding | | Exploring | | Building | | Integrating |
|---|---|---|---|---|---|---|
| ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | ◯ **Later** | ◯ **Earlier** | (N/A) **Later** | (N/A) **Earlier** |
| Responds in basic ways during feeding | Shows interest in participating in the process of being fed | Feeds self some finger food items | Feeds self some foods using a spoon and cup, sometimes needing help | Feeds self a wide variety of foods using a spoon, fork, and an open cup | Serves self or others by scooping or pouring from containers | Prepares simple foods to serve to self or others |

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence

## PD-HLTH 8: Personal Care Routines: Dressing
Child develops and refines ability to participate in and take responsibility for dressing self

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

◯ Child is emerging to the next developmental level    ◯ Unable to rate this measure due to extended absence