DRDP (2015)
Rating Booklet

An Early Childhood Developmental Continuum

Preschool Fundamental View
for use with preschool-age children

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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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

ATL-REG 6: Engagement and Persistence
Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Responding		Exploring		Building			Integrating
Earlier	Later	◯ Earlier	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
	There are no earlier levels for this measure	Participates in a simple activity briefly	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity

◯ Child is not yet at the earliest developmental level on this measure　　◯ Child is emerging to the next developmental level　　◯ Unable to rate this measure due to extended absence

ATL-REG 7: Shared Use of Space and Materials
Child develops the capacity to share the use of space and materials with others

Responding		Exploring		Building			Integrating
Earlier	Later	◯ Earlier	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
	There are no earlier levels for this measure	Demonstrates preferences for a few specific toys or materials	Takes and plays with materials of interest, even when they are being used by another child	Shows awareness that other children might want to use materials, by taking action to control the materials	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children	Follows expectations or procedures for sharing, most of the time, without adult prompting	Offers to share space or materials with others in the absence of explicit expectations for sharing

◯ Child is not yet at the earliest developmental level on this measure　　◯ 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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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 Adult
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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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	○ Middle	○ Later	○ 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	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	○ Middle	○ Later	○ 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	○ Middle	○ Later	○ 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	◯ Middle	◯ Later	◯ 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

LLD 6: Comprehension of Age-Appropriate Text Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	◯ Middle	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
		There are no earlier levels for this measure	Shows interest when attending to books, pictures, or print materials, with an adult	Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

LLD 7: Concepts About Print Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

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

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

LLD 8: Phonological Awareness
Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language

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

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

LLD 9: Letter and Word Knowledge
Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

Responding		Exploring			Building			Integrating
Earlier	**Later**	**Earlier**	◯ **Middle**	◯ **Later**	◯ **Earlier**	◯ **Middle**	◯ **Later**	◯ **Earlier**
		There are no earlier levels for this measure	**Demonstrates awareness that pictures represent people or things**	**Demonstrates awareness of a few common simple symbols in the environment**	**Demonstrates awareness of a few letters in the environment**	**Identifies some letters by name**	**Identifies ten or more letters (not necessarily at the same time);** *and* **Shows understanding that letters make up words**	**Identifies most uppercase letters;** *and* **Identifies most lowercase letters;** *and* **Shows understanding that a letter corresponds to a sound in words**

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

LLD 10: Emergent Writing
Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning

Responding		Exploring			Building			Integrating
Earlier	**Later**	**Earlier**	◯ **Middle**	◯ **Later**	◯ **Earlier**	◯ **Middle**	◯ **Later**	◯ **Earlier**
		There are no earlier levels for this measure	**Makes marks on paper**	**Makes scribble marks**	**Makes scribble marks or simple drawings that represent people, things, or events**	**Makes marks to represent own name or words**	**Uses letters or clearly recognizable approximations of letters to write own name**	**Writes several words or a few simple phrases, or clearly recognizable approximations**

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

ELD 1: Comprehension of English (Receptive English)   Child shows increasing progress toward fluency in understanding English

◯ **Conditional Measure**

◯ Discovering Language	◯ Discovering English	◯ Exploring English	◯ Developing English	◯ Building English	◯ Integrating English
Recognizes a few frequently used words or gestures in the home language and culture in familiar situations	Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)	Attends to interactions in English and sometimes participates in activities conducted in English; *and* Shows understanding of a few common English words in familiar contexts or routines	Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Shows understanding of most information and concepts communicated in English for both instructional and social purposes

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

ELD 2: Self-Expression in English (Expressive English)   Child shows increasing progress toward fluency in speaking English

◯ **Conditional Measure**

◯ Discovering Language	◯ Discovering English	◯ Exploring English	◯ Developing English	◯ Building English	◯ Integrating English
Uses a few "first words" or word-like sounds or gestures to communicate in home language	Communicates in home language or nonverbally, or both	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English	Communicates in English, using single words and common phrases (may mix English with home language)	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)	Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)

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

ELD 3: Understanding and Response to English Literacy Activities   Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English

◯ **Conditional Measure**

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

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

ELD 4: Symbol, Letter, and Print Knowledge in English   Child shows an increasing understanding that print in English carries meaning

◯ **Conditional Measure**

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

◯ 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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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 4: Number Sense of Math Operations
Child shows increasing ability to add and subtract small quantities of objects

Responding		Exploring		Building			Integrating
Earlier	Later	◯ Earlier	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
	There are no earlier levels for this measure	Demonstrates awareness of quantity	Manipulates objects and explores the change in the number in a group	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

COG 5: Measurement
Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

Responding		Exploring		Building			Integrating
Earlier	Later	◯ Earlier	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
	There are no earlier levels for this measure	Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)	Explores how objects differ by properties (e.g., size, length, weight, capacity)	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)	Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

COG 6: Patterning
Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

Responding		Exploring		Building			Integrating
Earlier	Later	◯ Earlier	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
	There are no earlier levels for this measure	Notices and responds to simple repeating sequences	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions	Matches simple sequences that are seen, heard, or experienced	Attempts to create simple repeating patterns (with two elements)	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	Creates, copies, or extends complex patterns (with three or more elements)

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

COG 7: Shapes
Child shows an increasing knowledge of shapes and their characteristics

Responding		Exploring		Building			Integrating
Earlier	Later	◯ Earlier	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
	There are no earlier levels for this measure	Explores shapes of objects	Manipulates objects based on shape	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them

◯ Child is not yet at the earliest developmental level on this measure   ◯ 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	○ Middle	○ Later	○ 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	○ Middle	○ Later	○ 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	○ Middle	○ Later	○ 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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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	◯ Middle	◯ Later	◯ 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	◯ Later	◯ 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	◯ Later	◯ 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

PD-HLTH 9: Active Physical Play
Child engages in physical activities with increasing endurance and intensity

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	◯ Middle	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
		There are no earlier levels for this measure	Engages in brief instances of physical play	Engages in active physical play for short periods of time	Engages in active physical activities or play for moderate amounts of time	Engages in active physical activities or play for sustained amounts of time	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity	Seeks to engage in active physical activities or play routinely, with increased intensity and duration

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence

PD-HLTH 10: Nutrition
Child demonstrates increasing knowledge about nutrition and healthful food choices

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	◯ Middle	◯ Later	◯ Earlier	◯ Middle	◯ Later	◯ Earlier
		There are no earlier levels for this measure	Shows a preference for several favorite foods	Shows interest in a variety of foods	Recognizes or identifies a variety of foods	Demonstrates knowledge of the characteristics of a variety of foods	Shows awareness that some foods are more healthful than others	Communicates simple explanations about the healthfulness of different food choices

◯ Child is not yet at the earliest developmental level on this measure   ◯ Child is emerging to the next developmental level   ◯ Unable to rate this measure due to extended absence