

Child's First Name (Legal):	Student ID:
Child's Last Name (Legal):	Completion Date (MM/DD/YYYY):
Check the adaptations used: <input type="checkbox"/> Augmentative or Alternative Communication System <input type="checkbox"/> Alternative Mode for Written Language <input type="checkbox"/> Visual Support <input type="checkbox"/> Assistive Equipment or Device <input type="checkbox"/> Functional Positioning <input type="checkbox"/> Sensory Support <input type="checkbox"/> Alternative Response Mode	

### Desired Results Developmental Profile *access* (DRDP *access*) Rating Booklet

**Instructions:** Mark the child's highest level of mastery for each Measure. Mark "Emerging" if the child is emerging to the next level (optional). In the rare circumstance that you are unable to rate the Measure, mark "Unable to Rate" and circle one of the reasons, absence or other.

#### Desired Result 1: Children are personally and socially competent

<p><b>1</b> Indicator: Self-Concept <b>SELF1: Identity of Self</b></p> <p>8 <input type="checkbox"/> Accurately compares self to others          7 <input type="checkbox"/> Describes self or others in terms of preferences          6 <input type="checkbox"/> Describes self or others in terms of basic physical characteristics          5 <input type="checkbox"/> Expresses ideas about self and his or her connection to other people and things          4 <input type="checkbox"/> Communicates own name and names of familiar people and things          3 <input type="checkbox"/> Recognizes self, familiar people, and familiar things          2 <input type="checkbox"/> Uses senses to explore self and others          1 <input type="checkbox"/> Attends to adult</p> <p><input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	<p><b>4</b> Indicator: Social and Interpersonal Skills <b>SOC1: Expressions of Empathy</b></p> <p>7 <input type="checkbox"/> Shows concern for the future welfare of others          6 <input type="checkbox"/> Uses words or actions to demonstrate concern for what others are feeling          5 <input type="checkbox"/> Accurately labels own feelings, as well as those of others          4 <input type="checkbox"/> Offers to comfort someone showing distress          3 <input type="checkbox"/> Shows concern when others are unhappy or upset          2 <input type="checkbox"/> Responds based on others' expressions of emotions          1 <input type="checkbox"/> Shows awareness of others</p> <p><input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>
<p><b>2</b> Indicator: Self-Concept <b>SELF2: Recognition of Own Skills and Accomplishments</b></p> <p>8 <input type="checkbox"/> Characterizes self positively in terms of generalized ability or skills          7 <input type="checkbox"/> Characterizes self positively in terms of specific skills involved in doing a task          6 <input type="checkbox"/> Seeks adult's attention ahead of time in order to demonstrate abilities          5 <input type="checkbox"/> Characterizes self positively in terms of specific activity that he or she is doing          4 <input type="checkbox"/> Shows interest and/or pleasure when someone reacts to own activity or accomplishment          3 <input type="checkbox"/> Persists in trying to do things even if faced with difficulty          2 <input type="checkbox"/> Shows pleasure while repeating simple actions          1 <input type="checkbox"/> Continues simple behavior until needs are met</p> <p><input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	<p><b>5</b> Indicator: Social and Interpersonal Skills <b>SOC2: Interactions with Adults</b></p> <p>5 <input type="checkbox"/> Interacts with adult to solve problems, make plans, or communicate about past experiences or new ideas          4 <input type="checkbox"/> Interacts with adult in a coordinated way by playing simple games, playing with objects, or fully participating in routines          3 <input type="checkbox"/> Tries to participate with adult in parts of simple familiar games, songs, finger plays, or routines by doing one or two actions          2 <input type="checkbox"/> Responds and pays attention to adult, and gives cues to adult to interact          1 <input type="checkbox"/> Reacts to adult's behavior</p> <p><input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>
<p><b>3</b> Indicator: Self-Concept <b>SELF3: Self-Expression</b></p> <p>8 <input type="checkbox"/> Begins to understand that he/she can feel more than one way about something ("mixed or opposite feelings")          7 <input type="checkbox"/> Identifies own and other's feelings; understands that own feelings might be different than someone else's          6 <input type="checkbox"/> Expresses ways to take care of feelings          5 <input type="checkbox"/> Labels own feelings          4 <input type="checkbox"/> Asserts self by expressing needs, feelings, or desires through simple actions          3 <input type="checkbox"/> Expresses self by repeating actions that have an effect          2 <input type="checkbox"/> Responds to people or things in the environment through actions or sounds          1 <input type="checkbox"/> Moves or vocalizes</p> <p><input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	<p><b>6</b> Indicator: Social and Interpersonal Skills <b>SOC3: Relationships with Familiar Adults</b></p> <p>7 <input type="checkbox"/> Works cooperatively with adult to plan and organize activities and to solve problems          6 <input type="checkbox"/> Relates regularly to familiar adult to share ideas, experiences, feelings, and plans          5 <input type="checkbox"/> Seeks familiar adult to get needs met          4 <input type="checkbox"/> Seeks to maintain contact with familiar adult through eye contact, vocalizations, or physically          3 <input type="checkbox"/> Shows anxiety over separation from familiar adults          2 <input type="checkbox"/> Responds to actions or facial expressions of familiar adult          1 <input type="checkbox"/> Attends to familiar adult's face and voice</p> <p><input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>

<b>7</b>	<b>Indicator: Social and Interpersonal Skills SOC4: Developing Friendships</b>
<p>7 <input type="checkbox"/> Engages in on-going social games and pretend play with a particular child</p> <p>6 <input type="checkbox"/> Prefers being with a particular child who also expresses preference for him or her</p> <p>5 <input type="checkbox"/> Identifies another child as a friend</p> <p>4 <input type="checkbox"/> Plays with one or two children in group on a regular basis</p> <p>3 <input type="checkbox"/> Shows interest in other children at play</p> <p>2 <input type="checkbox"/> Responds to other children and explores their faces and bodies</p> <p>1 <input type="checkbox"/> Attends to other children's behavior</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>8</b>	<b>Indicator: Social and Interpersonal Skills SOC5: Building Cooperative Play with Other Children</b>
<p>7 <input type="checkbox"/> Participates in games with rules</p> <p>6 <input type="checkbox"/> Leads or participates in planning cooperative play with other children</p> <p>5 <input type="checkbox"/> Engages with another child or children in play involving a common idea or purpose</p> <p>4 <input type="checkbox"/> Interacts with other children side-by-side as they play with similar materials</p> <p>3 <input type="checkbox"/> Plays near other children with similar materials, but usually does not interact with them</p> <p>2 <input type="checkbox"/> Responds to other children or their behavior</p> <p>1 <input type="checkbox"/> Attends to other children</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>9</b>	<b>Indicator: Social and Interpersonal Skills SOC6: Conflict Negotiation</b>
<p>7 <input type="checkbox"/> Suggests simple solutions based on classroom rules</p> <p>6 <input type="checkbox"/> Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs</p> <p>5 <input type="checkbox"/> Starts to use appropriate words and actions to express own desire and, when needed, seeks adult help to resolve a conflict</p> <p>4 <input type="checkbox"/> Responds to adult guidance in negotiating conflict</p> <p>3 <input type="checkbox"/> Asserts self, using facial expressions, words, or actions in conflict situations, but needs adult to resolve conflict</p> <p>0 <input type="checkbox"/> Not yet</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>10</b>	<b>Indicator: Social and Interpersonal Skills SOC7: Awareness of Diversity</b>
<p>7 <input type="checkbox"/> Adapts to other's needs (notion of justice and inclusion)</p> <p>6 <input type="checkbox"/> Identifies differences and similarities between self and others</p> <p>5 <input type="checkbox"/> Notices, asks questions or makes comments about people's characteristics or behavior</p> <p>4 <input type="checkbox"/> Explores different ways to put characteristics or actions of others into categories, sometimes incorrectly</p> <p>3 <input type="checkbox"/> Imitates behaviors or actions of familiar people</p> <p>2 <input type="checkbox"/> Notices the difference between familiar and unfamiliar</p> <p>1 <input type="checkbox"/> Attends to people, events, or objects</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>11</b>	<b>Indicator: Self-Regulation REG1: Impulse Control</b>
<p>8 <input type="checkbox"/> Is increasingly able to use a variety of strategies to regulate own behavior and get needs or wants met in socially appropriate ways</p> <p>7 <input type="checkbox"/> Uses simple routines, follows rules, or takes action ahead of time to cope with not being able to get needs or wants met immediately</p> <p>6 <input type="checkbox"/> Can follow simple social rules and routines to refrain from acting impulsively but sometimes needs adult guidance and support</p> <p>5 <input type="checkbox"/> Accepts active adult guidance and support to stop self from acting impulsively on desires or needs</p> <p>4 <input type="checkbox"/> Can cope for a short period of time when needs or wants are not met immediately</p> <p>3 <input type="checkbox"/> Takes immediate action to get needs or wants met without considering impact on others or self</p> <p>2 <input type="checkbox"/> Responds to a specific kind of internal or external stimulation using a variety of behaviors</p> <p>1 <input type="checkbox"/> Reacts to internal and external stimulation with simple behaviors</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>12</b>	<b>Indicator: Self-Regulation REG2: Seeking Other's Help to Regulate Self</b>
<p>5 <input type="checkbox"/> Requests adult's help ahead of time in order to get needs met</p> <p>4 <input type="checkbox"/> Communicates specific physical or emotional needs to adult</p> <p>3 <input type="checkbox"/> Goes or signals to adult when needing comfort or help</p> <p>2 <input type="checkbox"/> Give simple cues to adult about physical and emotional needs</p> <p>1 <input type="checkbox"/> Reacts to internal and external sensations</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>13</b>	<b>Indicator: Self-Regulation</b> <b>REG3: Responsiveness to Other's Support</b>
5 <input type="checkbox"/> Uses adult's past guidance to regulate own emotions and behavior in the present 4 <input type="checkbox"/> Follows adult's guidance to regulate own emotions and behavior 3 <input type="checkbox"/> Regulates self when adult establishes visual or verbal contact, moves close, or offers special comforting object 2 <input type="checkbox"/> Attends to adult when comforted 1 <input type="checkbox"/> Settles down when comforted by adult <input type="checkbox"/> Emerging to the next level <input type="checkbox"/> Unable to rate, why (circle one):    absence    other	

<b>16</b>	<b>Indicator: Language</b> <b>LANG1: Language Comprehension</b>
9 <input type="checkbox"/> Comprehends language that describes past or future events and language that describes how and why things happen 8 <input type="checkbox"/> Comprehends language that describes abstract concepts such as location or comparison 7 <input type="checkbox"/> Comprehends simple pronouns and possessives used to refer to things in the environment 6 <input type="checkbox"/> Comprehends the meaning of simple sentences 5 <input type="checkbox"/> Comprehends an increasing number of words including words used to refer to things that are not present 4 <input type="checkbox"/> Recognizes words that are used frequently in routines to name things or actions 3 <input type="checkbox"/> Recognizes a few familiar words that the adult says or a few familiar gestures the adult makes in context 2 <input type="checkbox"/> Responds to familiar adult's voice or gestures 1 <input type="checkbox"/> Reacts to voices, sounds or gestures <input type="checkbox"/> Emerging to the next level <input type="checkbox"/> Unable to rate, why (circle one):    absence    other	

<b>14</b>	<b>Indicator: Self-Regulation</b> <b>REG4: Self-Comforting</b>
5 <input type="checkbox"/> Anticipates need for comfort and prepares self for changes in routine 4 <input type="checkbox"/> Chooses to comfort self in one or more ways that fit with the situation 3 <input type="checkbox"/> Comforts self by seeking either a familiar person or a special object 2 <input type="checkbox"/> Uses simple responses to comfort self 1 <input type="checkbox"/> Responds reflexively to aversive stimulation or distress <input type="checkbox"/> Emerging to the next level <input type="checkbox"/> Unable to rate, why (circle one):    absence    other	

<b>17</b>	<b>Indicator: Language</b> <b>LANG2: Responsiveness to Language</b>
9 <input type="checkbox"/> Carries out a request that has three related steps that are about a new and unfamiliar situation 8 <input type="checkbox"/> Carries out three-step instructions that are part of a familiar routine 7 <input type="checkbox"/> Carries out requests, comments, or questions that refer to actions that will happen at a later time 6 <input type="checkbox"/> Carries out one- and two-step instructions about unfamiliar routines or unrelated events 5 <input type="checkbox"/> Carries out instructions about familiar routines 4 <input type="checkbox"/> Responds to simple requests, comments, or questions that refer to routines or to the present situation 3 <input type="checkbox"/> Responds to a few familiar words or familiar gestures 2 <input type="checkbox"/> Responds to familiar adult's voice or gestures 1 <input type="checkbox"/> Reacts to voices, sounds or gestures <input type="checkbox"/> Emerging to the next level <input type="checkbox"/> Unable to rate, why (circle one):    absence    other	

<b>15</b>	<b>Indicator: Self-Regulation</b> <b>REG5: Taking Turns</b>
8 <input type="checkbox"/> Routinely proposes turn-taking as a solution to conflicts about use of materials and equipment 7 <input type="checkbox"/> Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time 6 <input type="checkbox"/> Uses adult-structured turn-taking procedures (including rules and/or cues) 5 <input type="checkbox"/> Follows adult's request to wait for turn 4 <input type="checkbox"/> Needs adult's direction and support to wait for turn or to give another child a turn 0 <input type="checkbox"/> Not yet <input type="checkbox"/> Emerging to the next level <input type="checkbox"/> Unable to rate, why (circle one):    absence    other	

<b>18</b>	<b>Indicator: Language</b> <b>LANG3: Expresses Self Through Language</b>
9 <input type="checkbox"/> Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict 8 <input type="checkbox"/> Uses increasingly varied and grammatically complex sentences 7 <input type="checkbox"/> Uses simple phrases and sentences, applying simple grammatical rules 6 <input type="checkbox"/> Combines words into phrases or sentences to express needs, feelings, and interests 5 <input type="checkbox"/> Communicates using increasing numbers of two word combinations 4 <input type="checkbox"/> Uses an increasing number of simple words to communicate 3 <input type="checkbox"/> Has a few word approximations or gestures that communicate 2 <input type="checkbox"/> Responds to environment through gestures, sounds, or facial expressions 1 <input type="checkbox"/> Makes sounds spontaneously <input type="checkbox"/> Emerging to the next level <input type="checkbox"/> Unable to rate, why (circle one):    absence    other	

<b>19</b>	Indicator: Language <b>LANG4: Uses Language in Conversation</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Has extended conversations that include discussions of emotions, ideas, and information obtained from the other person</li> <li>8 <input type="checkbox"/> Maintains conversations about real or imaginary experiences</li> <li>7 <input type="checkbox"/> Uses language appropriately for a variety of purposes</li> <li>6 <input type="checkbox"/> Engages in simple conversations with adult that involve several related ideas</li> <li>5 <input type="checkbox"/> Introduces one or two related ideas in back-and-forth communication with adult</li> <li>4 <input type="checkbox"/> Engages in back-and-forth naming with adult using familiar single words</li> <li>3 <input type="checkbox"/> Engages in back-and-forth communication with adult using vocalizations, gestures, or facial expressions</li> <li>2 <input type="checkbox"/> Responds to adult's voice or facial expressions during interaction</li> <li>1 <input type="checkbox"/> Reacts to sounds or gestures</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>22</b>	Indicator: Cognitive <b>COG1: Memory</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Communicates memories about a sequence of related events that happened in the past</li> <li>7 <input type="checkbox"/> Communicates memories about an infrequent event that happened in the past</li> <li>6 <input type="checkbox"/> Communicates one or two key details about familiar people, surroundings, things, or events that were experienced at an earlier time</li> <li>5 <input type="checkbox"/> Actions demonstrate memory of simple routines</li> <li>4 <input type="checkbox"/> Looks for objects or people in familiar places</li> <li>3 <input type="checkbox"/> Shows awareness that familiar people or things still exist when they are not physically present</li> <li>2 <input type="checkbox"/> Attends to people, things, and their features</li> <li>1 <input type="checkbox"/> Orients to auditory, visual, or tactile stimuli</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

**Desired Result 2: Children are effective learners**

<b>20</b>	Indicator: Learning <b>LRN1: Curiosity and Initiative</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Carries out a plan to test a hypothesis, thought, or idea</li> <li>7 <input type="checkbox"/> Uses a variety of strategies to obtain additional information related to activities of interest</li> <li>6 <input type="checkbox"/> Puts materials or objects together in new ways to learn what will result or to create something</li> <li>5 <input type="checkbox"/> Expresses interest in new activities or materials by watching intently or by asking questions</li> <li>4 <input type="checkbox"/> Performs simple actions in the environment to experiment with how things work</li> <li>3 <input type="checkbox"/> Actively explores things in the environment</li> <li>2 <input type="checkbox"/> Notices new people, objects, or sounds</li> <li>1 <input type="checkbox"/> Orients to things in the environment</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>23</b>	Indicator: Cognitive <b>COG2: Cause and Effect</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Makes a prediction on own about what will happen in a new situation (The prediction might not always be accurate, but is based on what he/she knows at the time)</li> <li>7 <input type="checkbox"/> Shows understanding of familiar cause and effect through language or action</li> <li>6 <input type="checkbox"/> Anticipates that a routine action will have a specific result</li> <li>5 <input type="checkbox"/> Experiments with objects or actions in novel ways to find out what will happen</li> <li>4 <input type="checkbox"/> Searches for possible causes of actions, events, or behaviors (physical searching not mental)</li> <li>3 <input type="checkbox"/> Tries out behaviors in own repertoire to cause things to happen</li> <li>2 <input type="checkbox"/> Repeats actions that have an effect</li> <li>1 <input type="checkbox"/> Shows anticipatory excitement</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>21</b>	Indicator: Learning <b>LRN2: Attention Maintenance and Persistence</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Continues with long-term activities, returning to them over several days or more</li> <li>7 <input type="checkbox"/> Usually works through difficulties encountered in activities</li> <li>6 <input type="checkbox"/> Continues activities on own even in a distracting environment</li> <li>5 <input type="checkbox"/> Attends to more than one thing at the same time</li> <li>4 <input type="checkbox"/> Maintains attention for a short time</li> <li>3 <input type="checkbox"/> Pays attention to things of interest, but may be easily distracted</li> <li>2 <input type="checkbox"/> Responds in different ways, depending on the situation</li> <li>1 <input type="checkbox"/> Reacts to external events by change in state or attention</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>24</b>	Indicator: Cognitive <b>COG3: Engages in Problem-Solving</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Demonstrates or describes alternative strategies for solving problems</li> <li>7 <input type="checkbox"/> Uses familiar objects or actions in a new way to solve problems</li> <li>6 <input type="checkbox"/> Solves problems without trying out every possibility, while avoiding solutions that clearly won't work</li> <li>5 <input type="checkbox"/> Tries a strategy he or she saw someone else use to help solve a problem</li> <li>4 <input type="checkbox"/> Tries to solve simple problems using trial and error</li> <li>3 <input type="checkbox"/> Uses simple strategies to find out about people or things to reach a goal</li> <li>2 <input type="checkbox"/> Explores by trying to make contact with people, parts of self and things</li> <li>1 <input type="checkbox"/> Orients to things in the environment</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>25</b>	Indicator: Cognitive <b>COG4: Object and Pretend Play</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Organizes pretend play around an elaborate idea, negotiating roles and rules with or without props</li> <li>7 <input type="checkbox"/> Organizes pretend play around a simple idea using several different items to represent other items</li> <li>6 <input type="checkbox"/> Pretends an item represents another item or serves a different purpose</li> <li>5 <input type="checkbox"/> Uses miniature objects or toys that represent real-life objects in functional ways</li> <li>4 <input type="checkbox"/> Uses real objects functionally in play</li> <li>3 <input type="checkbox"/> Combines objects in play</li> <li>2 <input type="checkbox"/> Explores objects in different ways</li> <li>1 <input type="checkbox"/> Regards objects briefly <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerging to the next level</li> <li><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</li> </ul> </li> </ul>	

<b>28</b>	Indicator: Math <b>MATH3: Number Sense: Comparison of Quantity</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Can compare and order numbers in the counting sequence up to 5 or more</li> <li>7 <input type="checkbox"/> Counts to compare two groups of five or more objects using words such as "more," "same number," and "fewer/less"</li> <li>6 <input type="checkbox"/> Uses one-to-one correspondence to compare the numbers of objects in two groups</li> <li>5 <input type="checkbox"/> Communicates which of two very small groups (1 to 4 objects) is bigger when the groups differ by one</li> <li>4 <input type="checkbox"/> Communicates which of two groups is bigger when the groups are obviously different in number</li> <li>3 <input type="checkbox"/> Uses one-to-one correspondence to put associated or similar objects together, but not to compare number</li> <li>2 <input type="checkbox"/> Recognizes that groups of objects can have different amounts</li> <li>1 <input type="checkbox"/> Alternates attention between objects for brief periods of time <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerging to the next level</li> <li><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</li> </ul> </li> </ul>	

<b>26</b>	Indicator: Math <b>MATH1: Number Sense: Understands Quantity and Counting</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Knows that written numerals represent "how many" in a group</li> <li>7 <input type="checkbox"/> Counts up to 10 (or more) items correctly to find out "how many" in a group or to produce a given number</li> <li>6 <input type="checkbox"/> Counts up to 5 objects correctly and knows that the last object counted is the total number of objects</li> <li>5 <input type="checkbox"/> Knows numbers in the correct sequence to 10</li> <li>4 <input type="checkbox"/> Uses the number words "one" through "three" to accurately describe quantity without counting</li> <li>3 <input type="checkbox"/> Knows and uses simple number names in situations appropriate to number or quantity, but not always correctly</li> <li>2 <input type="checkbox"/> Recognizes that there are different amounts of things</li> <li>1 <input type="checkbox"/> Alternates attention between objects for brief periods of time <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerging to the next level</li> <li><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</li> </ul> </li> </ul>	

<b>29</b>	Indicator: Math <b>MATH4: Shapes</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Recognizes characteristics and differences of several shapes</li> <li>7 <input type="checkbox"/> Recognizes shapes even when they are presented in new contexts, orientations, or as part of other objects</li> <li>6 <input type="checkbox"/> Identifies and names several shapes in the environment (e.g. circles, squares, triangles)</li> <li>5 <input type="checkbox"/> Recognizes differences among shapes without naming them</li> <li>4 <input type="checkbox"/> Puts objects together in ways consistent with their shapes by trying a variety of solutions</li> <li>0 <input type="checkbox"/> Not yet <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerging to the next level</li> <li><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</li> </ul> </li> </ul>	

<b>27</b>	Indicator: Math <b>MATH2: Number Sense: Math Operations</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Solves simple addition and subtraction story problems using objects or fingers to represent problems or by mental calculation</li> <li>7 <input type="checkbox"/> Communicates that adding one object or taking away one object changes the number in a group by exactly one</li> <li>6 <input type="checkbox"/> Uses counting of objects to solve simple addition and subtraction problems with at least 5 objects</li> <li>5 <input type="checkbox"/> Solves simple addition and subtraction problems (plus or minus one) with up to 2 or 3 objects</li> <li>4 <input type="checkbox"/> Adds one or more objects to a group to make it bigger and takes away objects to make it smaller</li> <li>3 <input type="checkbox"/> Takes action to obtain more or less</li> <li>2 <input type="checkbox"/> Manipulates objects to change the amount in a group</li> <li>1 <input type="checkbox"/> Actively attends to objects or events in the environment <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerging to the next level</li> <li><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</li> </ul> </li> </ul>	

<b>30</b>	Indicator: Math <b>MATH5: Time</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Connects some events with specific times</li> <li>7 <input type="checkbox"/> Demonstrates understanding of time sequence of events, including events that take place over extended time</li> <li>6 <input type="checkbox"/> Knows that events can be in the past or in the future</li> <li>5 <input type="checkbox"/> Demonstrates understanding of before or after in familiar routines and situations</li> <li>4 <input type="checkbox"/> Anticipates several steps of a familiar routine</li> <li>3 <input type="checkbox"/> Anticipates the next step of a familiar routine based on cues in the environment</li> <li>2 <input type="checkbox"/> Responds to events as they happen</li> <li>1 <input type="checkbox"/> Follows sleep and hunger cycles <ul style="list-style-type: none"> <li><input type="checkbox"/> Emerging to the next level</li> <li><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</li> </ul> </li> </ul>	

<b>31</b>	Indicator: Math <b>MATH6: Classification and Matching</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Sorts a collection of objects into two or more groups using two features at the same time</li> <li>7 <input type="checkbox"/> Sorts a collection of objects into two or more groups based on one feature (such as size), then sorts the collection of objects again using a different feature (such as shape)</li> <li>6 <input type="checkbox"/> Sorts a collection of objects into two or more different groups based on a particular feature (such as color)</li> <li>5 <input type="checkbox"/> Separates things into a group (or groups) based on a similar feature, but not always correctly</li> <li>4 <input type="checkbox"/> Matches two things that are the same in some way</li> <li>3 <input type="checkbox"/> Associates one thing or person that goes with another thing or person</li> <li>2 <input type="checkbox"/> Relates differently to familiar (versus unfamiliar) people and things</li> <li>1 <input type="checkbox"/> Reacts to people and events</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>32</b>	Indicator: Math <b>MATH7: Measurement</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Compares two objects using standard or nonstandard measures</li> <li>7 <input type="checkbox"/> Uses a nonstandard (or standard) unit to measure something</li> <li>6 <input type="checkbox"/> Orders at least three objects by size</li> <li>5 <input type="checkbox"/> Uses a strategy of directly comparing two objects to find out which is longer, heavier, or holds more</li> <li>4 <input type="checkbox"/> Understands or uses words that compare weight, length, or size of objects (e.g., taller/ shorter)</li> <li>3 <input type="checkbox"/> Shows awareness that objects differ by properties such as length, weight, or capacity</li> <li>2 <input type="checkbox"/> Understands single words that refer to measurable properties such as size (big or little)</li> <li>1 <input type="checkbox"/> Reacts to novelty in size</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>33</b>	Indicator: Math <b>MATH8: Patterning</b>
<ul style="list-style-type: none"> <li>8 <input type="checkbox"/> Creates or extends a more complex pattern (more than two repeating elements)</li> <li>7 <input type="checkbox"/> Can copy, create, and extend simple patterns using different objects</li> <li>6 <input type="checkbox"/> Can copy and create simple repeating patterns</li> <li>5 <input type="checkbox"/> Attempts to copy or create simple repeating patterns</li> <li>4 <input type="checkbox"/> Recognizes simple repeating patterns (such as ABAB)</li> <li>0 <input type="checkbox"/> Not yet</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>34</b>	Indicator: Literacy <b>LIT1: Interest in Literacy</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Locates and requests books that relate to classroom activities and experiences</li> <li>8 <input type="checkbox"/> Relates content to own experience or theme</li> <li>7 <input type="checkbox"/> Takes an active role in reading activities and routines</li> <li>6 <input type="checkbox"/> Shows interest in a range of literacy activities with increasing independence</li> <li>5 <input type="checkbox"/> Initiates and shows interest in reading, listening to stories, imitating rhymes, and singing songs</li> <li>4 <input type="checkbox"/> Participates in reading, singing, or rhyming initiated by adult</li> <li>3 <input type="checkbox"/> Attends for short periods of time as adult reads books, sings songs, or says rhymes</li> <li>2 <input type="checkbox"/> Plays with books and responds to songs</li> <li>1 <input type="checkbox"/> Reacts to movements, patterns, gestures, and facial expressions</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>35</b>	Indicator: Literacy <b>LIT2: Concepts of Print</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Understands how print is used in various ways in different print materials</li> <li>8 <input type="checkbox"/> Understands that print is organized into units such as letters, sounds and words</li> <li>7 <input type="checkbox"/> Understands the role of print in telling a story</li> <li>6 <input type="checkbox"/> Demonstrates emerging knowledge that symbols and print carry meaning</li> <li>5 <input type="checkbox"/> Understands the way books are handled and organized</li> <li>0 <input type="checkbox"/> Not yet</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>36</b>	Indicator: Literacy <b>LIT3: Letter and Word Knowledge</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Knows most of the letters by sight and by name, and recognizes some familiar whole written words</li> <li>8 <input type="checkbox"/> Knows 10 or more letters by sight and by name, and understands that letters make up words and have corresponding sounds</li> <li>7 <input type="checkbox"/> Knows some letters by sight and by name, or recognizes own name in print</li> <li>6 <input type="checkbox"/> Recognizes simple symbols (numbers, letters, logos) in the environment</li> <li>5 <input type="checkbox"/> Shows understanding that a series of pictures represents a story</li> <li>4 <input type="checkbox"/> Shows understanding that pictures represent people and things</li> <li>3 <input type="checkbox"/> Shows understanding that concrete objects can represent real things</li> <li>2 <input type="checkbox"/> Attends to things that adult points to, shows, or talks about</li> <li>1 <input type="checkbox"/> Reacts to movements, patterns, gestures, and facial expressions</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>37</b>	Indicator: Literacy <b>LIT4: Phonological Awareness</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Segments parts of words</li> <li>8 <input type="checkbox"/> Blends part of words</li> <li>7 <input type="checkbox"/> Identifies sounds at the beginning of words</li> <li>6 <input type="checkbox"/> Identifies words that rhyme</li> <li>5 <input type="checkbox"/> Shows awareness of words and syllables as units of sound</li> <li>4 <input type="checkbox"/> Engages in play with sounds in words and songs</li> <li>3 <input type="checkbox"/> Imitates novel sounds</li> <li>2 <input type="checkbox"/> Produces repetitive sounds</li> <li>1 <input type="checkbox"/> Reacts to sounds in the environment</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>38</b>	Indicator: Literacy <b>LIT5: Emerging Writing</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Writes own name and simple words (mostly using correct letters)</li> <li>8 <input type="checkbox"/> Begins to make a few recognizable letters and knows that what is written can be read by others</li> <li>7 <input type="checkbox"/> Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing</li> <li>6 <input type="checkbox"/> Uses scribble-writing or pictures to represent people, things, or events</li> <li>5 <input type="checkbox"/> Copies marks</li> <li>0 <input type="checkbox"/> Not yet</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>39</b>	Indicator: Literacy <b>LIT6: Comprehension of Text</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Compares or predicts story events in familiar stories</li> <li>8 <input type="checkbox"/> Relates sequence of events of a story</li> <li>7 <input type="checkbox"/> Relates situations or events from a story to own experience</li> <li>6 <input type="checkbox"/> Asks questions or comments about stories as familiar books are read</li> <li>5 <input type="checkbox"/> Responds to simple questions related to a story that is being read</li> <li>0 <input type="checkbox"/> Not yet</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

### Desired Result 3: Children show physical and motor competence

<b>40</b>	Indicator: Motor <b>MOT1: Movement</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Participates in extended or integrated physical activities</li> <li>8 <input type="checkbox"/> Uses complex movement skills in active play</li> <li>7 <input type="checkbox"/> Uses movement skills to negotiate obstacles</li> <li>6 <input type="checkbox"/> Coordinates complex movements</li> <li>5 <input type="checkbox"/> Moves in an upright position without support (vertical movement)</li> <li>4 <input type="checkbox"/> Moves in an upright position using support (vertical movement)</li> <li>3 <input type="checkbox"/> Moves whole body using arms and legs (horizontal movement)</li> <li>2 <input type="checkbox"/> Makes simple movements with parts of body</li> <li>1 <input type="checkbox"/> Reflexes dominate movement</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>41</b>	Indicator: Motor <b>MOT2: Balance</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Coordinates multiple movements involving balancing</li> <li>8 <input type="checkbox"/> Balances while in motion</li> <li>7 <input type="checkbox"/> Balances well while performing difficult motions</li> <li>6 <input type="checkbox"/> Balances body while carrying or manipulating an object or to play with ball</li> <li>5 <input type="checkbox"/> Balances whole body and supports own weight while standing on two feet</li> <li>4 <input type="checkbox"/> Balances whole body while standing on two feet using support or on all fours</li> <li>3 <input type="checkbox"/> Balances support or weight of torso (head, chest, arms) while sitting</li> <li>2 <input type="checkbox"/> Balances body briefly</li> <li>1 <input type="checkbox"/> Depends on other people or objects to balance body</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>42</b>	Indicator: Motor <b>MOT3: Grasp/Release and Manipulation</b>
<ul style="list-style-type: none"> <li>9 <input type="checkbox"/> Shows increasing refinement and detail in fine motor movements requiring strength or control of fingers</li> <li>8 <input type="checkbox"/> Manipulates small objects requiring precise eye-hand coordination</li> <li>7 <input type="checkbox"/> Manipulates objects with each hand doing something different, to smoothly accomplish simple tasks</li> <li>6 <input type="checkbox"/> Manipulates objects with both hands together to accomplish a task or do an activity</li> <li>5 <input type="checkbox"/> Manipulates objects using one hand while stabilizing the object with the other hand</li> <li>4 <input type="checkbox"/> Picks up or holds things with fingertip(s) and thumb</li> <li>3 <input type="checkbox"/> Uses full hand grasp with thumb closed on fist</li> <li>2 <input type="checkbox"/> Uses arms and hands to interact with things in the environment</li> <li>1 <input type="checkbox"/> Grasp reflex</li> </ul> <p> <input type="checkbox"/> Emerging to the next level  <input type="checkbox"/> Unable to rate, why (circle one):    absence    other </p>	

<b>43</b>	Indicator: Motor <b>MOT4: Eye-Hand Coordination</b>
<p>9 <input type="checkbox"/> Integrates visual and fine motor skills to complete complex tasks</p> <p>8 <input type="checkbox"/> Integrates visual and fine motor skills to replicate a model (i.e. structure or pattern)</p> <p>7 <input type="checkbox"/> Integrates visual and fine motor skills to complete simple tasks involving use of tools</p> <p>6 <input type="checkbox"/> Watches and coordinates the movements of both hands together to accomplish a task or do an activity</p> <p>5 <input type="checkbox"/> Watches and manipulates an object with one hand while stabilizing the object with the other hand</p> <p>4 <input type="checkbox"/> Watches and guides the movement of one arm and hand to accomplish a task</p> <p>3 <input type="checkbox"/> Watches while moving arm and hand toward object or person</p> <p>2 <input type="checkbox"/> Watches objects</p> <p>1 <input type="checkbox"/> Regards objects</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>46</b>	Indicator: Safety and Health <b>SH3: Personal Care Routines: Self-Feeding</b>
<p>6 <input type="checkbox"/> Prepares very simple snacks</p> <p>5 <input type="checkbox"/> Serves food or drink to self</p> <p>4 <input type="checkbox"/> Feeds self whole meal</p> <p>3 <input type="checkbox"/> Feeds self with assistance</p> <p>2 <input type="checkbox"/> Accepts food from a spoon</p> <p>1 <input type="checkbox"/> Coordinates sucking and breathing</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

**Desired Result 4: Children are safe and healthy**

<b>44</b>	Indicator: Safety and Health <b>SH1: Personal Care Routines: Toileting and Hygiene</b>
<p>6 <input type="checkbox"/> Communicates understanding of personal care routines to others</p> <p>5 <input type="checkbox"/> Completes personal care routines independently</p> <p>4 <input type="checkbox"/> Completes personal care routines with help</p> <p>3 <input type="checkbox"/> Participates in simple care routines</p> <p>2 <input type="checkbox"/> Anticipates simple caregiving routines</p> <p>1 <input type="checkbox"/> Reacts to personal care</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>47</b>	Indicator: Safety and Health <b>SH4: Personal Safety</b>
<p>6 <input type="checkbox"/> Communicates understanding of safety rules to others</p> <p>5 <input type="checkbox"/> Applies known safety rules in a variety of situations</p> <p>4 <input type="checkbox"/> Usually follows simple safety rules on own</p> <p>3 <input type="checkbox"/> Follows simple safety rules when reminded</p> <p>2 <input type="checkbox"/> Seeks out adult when feeling insecure or unsafe</p> <p>1 <input type="checkbox"/> Responds in situations that make him or her feel unsafe</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>45</b>	Indicator: Safety and Health <b>SH2: Personal Care Routines: Dressing</b>
<p>6 <input type="checkbox"/> Dresses independently and manipulates most fasteners independently</p> <p>5 <input type="checkbox"/> Puts on clothing independently</p> <p>4 <input type="checkbox"/> Removes clothing independently</p> <p>3 <input type="checkbox"/> With adult assistance, removes and puts on simple, loose clothing</p> <p>2 <input type="checkbox"/> Assists with dressing</p> <p>1 <input type="checkbox"/> Cooperates in dressing</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	

<b>48</b>	Indicator: Safety and Health <b>SH5: Understanding Healthy Lifestyle: Eating and Nutrition</b>
<p>6 <input type="checkbox"/> Begins to make healthy food choices with occasional reminders from adult</p> <p>5 <input type="checkbox"/> Follows guidance given by adult about healthy eating choices</p> <p>4 <input type="checkbox"/> Eats a variety of foods</p> <p>3 <input type="checkbox"/> Explores new food and food textures</p> <p>2 <input type="checkbox"/> Accepts food</p> <p>1 <input type="checkbox"/> Communicates hunger</p> <p><input type="checkbox"/> Emerging to the next level</p> <p><input type="checkbox"/> Unable to rate, why (circle one):    absence    other</p>	